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ABSTRACT

This book provides the school administrator with a comprehensive, practical approach to the teacher-dismissal process. The procedures are organized in a month-by-month and step-by-step format. The three-part process involves: (1) establishing and implementing a consistent, schoolwide teacher-evaluation process; (2) establishing consistent procedures to identify the marginal teacher and develop a specific assistance plan; and (3) collecting and preparing the documentation necessary for dismissal. Chapters offer suggestions for each of the following processes: defining the marginal and the self-assured teacher; establishing the teacher-evaluation process; beginning the evaluation process; identifying teachers in need of assistance; implementing a plan for intensive assistance; deciding on retention or dismissal; following through with the dismissal process; and preparing for the third-party hearing and bringing closure. Observation forms, checklists, a suggested timeline, and 34 sample documents are included. (LMI)

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THE MARGINAL TEACHER

A Step-by-Step Guide
to Fair Procedures for
Identification and Dismissal

THE MARGINAL TEACHER

A Step-by-Step Guide to Fair Procedures for Identification and Dismissal

C. Edward Lawrence
Myra K. Vachon
Donald O. Leake
Brenda H. Leake

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A Cautionary Note

This guidebook is not a legal document. It is intended to provide accurate information about the subject matter. It is sold with the understanding that the publisher and the authors are not engaged in rendering legal or other professional services. Specifically, the recommendations contained herein are guidelines only, not legal advice, and the publisher and the authors do not warrant, in any manner, their suitability for any particular usage. If legal advice or other expert assistance is required, the services of an attorney or other competent professional, with knowledge of all laws pertaining to the reader and the jurisdiction, should be sought.

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Preface

School administrators are often faced with the difficult decision of whether to retain or dismiss a marginal classroom teacher. Because of the need to prepare sufficient documentation and to present documentation at the various hearings, the teacher dismissal process is a time-consuming and emotionally draining experience for school administrators. When documentation has been inadequately prepared by school administrators, their recommendations for dismissal are usually overturned by the school board, an independent hearing officer, or the court system. The rejection of the recommendation for dismissal further intimidates the school administrators and their peers, who then become even more apprehensive about pursuing the dismissal process in the future. As a result, the marginal teacher remains in the classroom, further damaging children who deserve the best education possible.

For the protection of our children, school administrators must have the knowledge and expertise to prepare the documentation necessary for dismissing a marginal teacher. As educators who work with school administrators on a daily basis and serve as hearing officers for teacher dismissal conferences, we recognize the need for a practical reference guide to assist school administrators in the process of teacher dismissal.

The Marginal Teacher: A Step-by-step Guide to Fair Procedures for Identification and Dismissal is designed to be a comprehensive, practical approach to the teacher dismissal process and includes guidelines and procedures that will streamline the time-consuming and potentially frustrating task. The guidelines are accompanied by numerous tips to help school administrators avoid the pitfalls they might encounter as they proceed with the steps to dismiss the marginal teacher. In addition, this guide includes examples of letters, observation forms, checklists, a calendar with action dates identified, and a sample document that can be modified to fit individual school districts and situations.

The procedures are organized in a month-by-month and step-by-step format. We believe that the three-part process in *The Marginal Teacher* makes it easier for school administrators to dismiss the marginal teacher. In this process, school administrators must, first of all, establish and implement a consistent, school-wide teacher evaluation process for all teachers following contractual

procedures, board policies, and state and federal laws. Second, school administrators must establish consistent procedures to identify the marginal teacher and develop a specific plan to provide intensive assistance to the marginal teacher. Finally, school administrators must collect and prepare the documentation necessary to substantiate the recommendation for dismissal of the marginal teacher.

Examples of broad topics for the teacher dismissal process during each month are listed below:

August—Establishing the foundation by reviewing district policies and procedures related to evaluations, welcoming all staff back to school, and providing orientation sessions for new teachers.

September—Informing all staff about the evaluation process and forms, conducting brief observations of all teachers to establish baseline data, and organizing necessary files.

October—Issuing memoranda of concerns, conducting formal observations, holding feedback conferences, and initiating a plan of intensive assistance for marginal teachers.

November—Continuing observations, documentation, and revisions of the assistance plan.

December—Continuing observations, documentation, and implementing the assistance plan; contacting the district's attorney; and issuing the letter placing the teacher on notice of a potential unsatisfactory teacher evaluation.

January—Organizing the documentation, obtaining historical information, writing the unsatisfactory evaluation, preparing for the unsatisfactory evaluation conference, and conducting the unsatisfactory evaluation conference.

February through June—Preparing for conferences beyond the school level, completing the evaluation process for all teachers, and preparing for the next school year.

We are not implying that the examples used in *The Marginal Teacher* are the only methods or procedures, or that the process is the only or even the best process to follow. This model is intended to illustrate how the actions of school administrators can be integrated with the evaluation system in a consistent and coherent manner. The sample forms that are provided should be adapted and modified to fit the needs and guidelines of individual school districts. Therefore it is essential that school administrators thoroughly review their own district's evaluation procedures, including stipulations in the teachers' contract, before using this or any other guide.

We sincerely appreciate the many administrators and clinical supervision students who shared their experiences. Their ideas laid the foundation for the development of the process and forms provided in *The Marginal Teacher.* The variety of forms and letters are a compendium of our collective experiences in instructional supervision. Although we were unable to acknowledge each indi-

vidual contribution, any similarity to existing material is purely unintended. In addition, we extend a special thanks to colleagues who reacted to the contents of the guide and used these step-by-step procedures as a model for the documentation they prepared to successfully dismiss marginal teachers. Their efforts will ensure that only the competent teachers remain in the classroom to teach our most precious resources—our children. Finally, we acknowledge the support, encouragement, and editorial assistance provided by the staff at Corwin Press, especially Gracia Alkema.

To further streamline the process, a computer package for IBM (Microsoft Word 2.0) or Macintosh (Microsoft Word 4.0 and 5.0) has been designed to assist school administrators in preparing the documentation to substantiate their recommendation for dismissal of the marginal teacher. Before using the computer disk, it is important to thoroughly read the directions. All of the sample forms, checklists, calendars, letters, as well as a sample document are provided on disk and can be easily modified. To order the computer package to accompany *The Marginal Teacher*, send a check or money order for $19.95 to MARGINAL TEACHER, P.O. Box 25242, Milwaukee, Wisconsin 53225.

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One day we will learn that the heart can never be totally right if the head is totally wrong. Only through the bringing together of head and heart—intelligence and goodness—shall man rise to a fulfillment of his true nature.

—Dr. Martin Luther King, Jr.

Introduction

When faced with issues regarding teacher competence and performance acceptability, the pervasive behavior of principals is simply to avoid making formal or official judgments. Too many school administrators rationalize their own inaction by casting aspersions on the evaluation system and the teachers' contract. Others admittedly lack confidence in their ability to efficiently and effectively address those issues that could eventually result in teacher dismissal.

> Everyone in the building knew that Ms. G. was no longer pulling her weight. Although she somehow manages to keep minimal control of her students, her lessons are limited to worksheets, and more worksheets. The contract "forces" her to attend in-services, but she uses them to complete her needlepoint or to read magazines. The parent grapevine calls her the "Bermuda Triangle" because if your kid gets her for a teacher, the kid is lost for the year. I've lost lots of sleep trying to decide how to save the kids from this "teacher." Do you know how hard it is to remove a tenured teacher? When an upset parent asked me if I would place my own child in Mrs. G.'s room it was clear that it was time to make one of the hardest decisions of my life. I had to formally begin the dismissal process. (Comments from a suburban middle school principal)

How do you inform an individual that his or her performance is unacceptable? How do you arrive at the difficult decision of ending someone's career? The step-by-step dismissal process is predicated on the following assumptions:

1. The principal has established administrative and instructional credibility with the staff.
2. The principal has done an effective job of monitoring the instructional climate in the respective classrooms and teachers have both the impetus and the guidance necessary to develop an educational climate consistent with the goals of the school and the district.
3. The principal is aware of the physical and psychological consequences inherent in the dismissal process. The additional time and energy required to document a marginal teacher's deficiencies are immense;

therefore principals should not arrive at this decision in a cavalier manner and should pursue this strategy with a professional support system (for the principal) firmly in place.

4. The principal has consulted with individuals in central administration as well as the attorney for the school district to solicit their support and to assure that nothing has occurred to legally jeopardize the dismissal process.

The dismissal process requires intensive assistance and extensive documentation. By following the procedures outlined in these month-by-month steps, the principal can proceed with the assurance that he or she has met the due process requirements and has provided ample opportunity for the teacher to improve to a satisfactory level. Each of the following chapters provides the suggested protocol, sample forms, sample letters, and administrative tips to facilitate the process.

1 Defining the Marginal and the Self-Assured Teacher

Teaching is at the heart of education, and the single most important action the nation can take to improve schools is to strengthen teaching.

National Board for Professional
Teaching Standards (1990, p. 5)

A teacher's belief that he or she can produce desired results in the classroom is closely related to gains in student achievement and other indicators of school effectiveness. The power to bring about a desired effect—that is, teacher efficacy—sho .ld be central to any discussion about the quality of schooling. Teacher efficacy, particularly as it relates to professional self-confidence, exerts a critical influence on the learning that empowers students and the quality of life in the classroom for both students and teachers. The purpose of this chapter is to examine two ends of the teacher efficacy continuum. At one end of the continuum is the professional who is predisposed to success in the classroom largely due to a firm belief that he or she has the power to nurture higher order thinking and social learning skills in even the most recalcitrant student. The authors see these teachers as professionally self-assured. At the other end of the continuum is the teacher who, on the basis of several risk factors, is unlikely to experience a great deal of success in the classroom—that is, the marginal teacher.

Professionally Self-Assured Teachers

The concept of professionally self-assured teachers is both contextual and idiosyncratic. It includes not only the intellect but the emotions, character, and personality. Professional self-assurance requires a high level of flexibility, an abundance of creativity, and a seemingly endless supply of vitality. It is personified in the teacher who stares eyeball to eyeball with the most academically challenging students and refuses to blink. Professional self-assurance is the belief that, through my assistance as the teacher, virtually any student is capable of attaining the desired results. Haberman (1988) suggests:

> Teachers who feel they can make a difference in the lives of their students approach their work differently from those who believe that factors beyond their control influence student achievement. Teachers' perceptions of their own efficacy influence their expectations for student learning. This sense of efficacy is a critical dimension of urban teaching. (p. 22)

The two major precepts of professionally self-assured teachers are (a) a commitment to the education and well-being of the students and (b) a commitment to mastering an array of strategies to teach the respective subject matter. Professionally self-assured teachers know their students and are sensitive to the social, cultural, and moral worlds of the young people they teach. These teachers have sufficient pedagogical and content knowledge to bridge the gap between conceptual subject matter understanding and the realities of the world as perceived by the students. The professionally self-assured teacher does not allow biases based on real or perceived ability differences, disabilities, or handicaps to interfere with the teaching process. These individuals are attuned to the diversity that is inherent in any class and develop a repertoire of strategies for working with all children. In short, they do not treat all students alike but are vigilant in accommodating the racial, social, and ethnic diversity that students bring to school. Confidence without substance is a disservice to the students and an affront to the education profession. Teachers must be extremely knowledgeable and highly expert decision makers. The teacher who is professionally self-assured bases his or her judgment upon child development and cognition, learning theory and knowledge, and sound pedagogy. The professionally self-assured teacher believes that every child can learn the next thing beyond which they already know.

Students should be regularly engaged in activities that force the maximum use of higher order thinking. It follows from this view of teaching and learning that teachers must be adequately prepared to determine precisely what the student knows and how to connect the curriculum to relevant learning experiences. The teacher who is professionally self-assured understands that the centrality of a professional relationship between teachers and school administrators is consonant with a growing body of research that demonstrates

> that effective teaching procedures cannot be formulated from on high and passed down to teachers to be administered by rote. In this view, education

> can be improved only by increasing the knowledge base for teaching and ensuring that teachers can use it appropriately in making complex judgements on behalf of their students. (Darling-Hammond, 1988, p. 5)

Marginal Teachers

What teachers do and how they do it make a difference in how well their students learn. Substantive differences in student achievement are often the result of principals who can administer the school and encourage the faculty to internalize the interrelatedness of teaching and learning. While there are skills, strategies, principles, and precepts to guide teachers, "instructional success" must be defined within the context of student performance. In other words, it is difficult for a school to be perceived as successful if teachers are ineffective. A marginal teacher is an individual who is consciously or unconsciously losing faith in the belief that every child can learn. The marginal teacher actually contributes to a dysfunctional situation by engaging in boring, uninspiring, and ineffective instruction. Indicators of the marginal teacher may include disproportionate disciplinary referrals; excessive student failure; and numerous complaints from students, parents, and even colleagues in the building. Factors that may contribute to a teacher's marginal status include

- low professional self-confidence
- inconsistencies in the professional reward system
- decreasing interest in professional rewards
- low expectations for students, administrators, and colleagues

Providing Support

Most teachers, regardless of their level of effectiveness, occasionally need moral and/or professional support. While most administrators readily recognize their responsibility to provide professional support, too often the morale needs of teachers go unaddressed. Tangible efforts (in addition to salary increases) must be expanded to further professionalize the image of teachers. For example, teachers could be provided with such professional icons as the following:

Business cards. How much confidence would you have in your personal physician if he or she scribbled his or her name on the edge of a napkin and said, "Call me if you have any complications"?

Office space or at least access to a phone that can be used with some degree of privacy. In a discussion with one teacher as to why he frequently "rushed out" at the end of the school day, he explained that he was in the process of purchasing a house and described the embarrassment of discussing his financial status on the "office phone." He preferred to use a phone at a nearby restaurant that he jokingly referred to as his "extension office."

Keys to the individual's classroom. In some districts, each teacher is required to return the key to his or her classroom at the close of each school day.

Endowed chairs in a department or grade level. We know of one high school administrator who established endowed positions in the mathematics and science departments. With the assistance of two business partners, he was able to release two teachers from half of their teaching responsibilities for a semester. One teacher worked with an architectural firm (one of the business partners) on a short-term project. When the architectural firm billed its client, the teacher's services were included in the invoice. The teacher's compensation was used to partially offset the cost of securing a substitute teacher to release the teacher in the "endowed position." The teacher also developed an instructional unit on architecture that the students put to practical use by redesigning underused rooms in the school.

A "Wall of Fame" for educators. One of the principals we have worked with responded to this recommendation by developing a "Wall of Fame" committee. As the committee developed criteria for inclusion on the wall, two of the committee members discussed with us at length the interesting pedagogical discussions that evolved out of this task. They indicated that they would frequently talk about instructional problems, but this was the first time in memory that they had discussed instructional issues with their colleagues. Framed 8-x-10 portraits of the inductees are displayed on the wall. This same principal also includes in the parent handbook a listing for each faculty member, including the college or university that he or she attended and all degrees and certification held by the individual.

As stated previously, school administrators tend to be more attuned to providing their teachers with professional than moral support. Professionally, teachers may need help diagnosing a learning difficulty, developing strategies to reteach a concept, or assisting students in learning to cope with a range of societal problems. Effective schools, however, have established strategies to provide such support to teachers, including informal networks of in-building colleagues and systematic opportunities to make use of district sponsored professional support programs. For the majority of teachers, this mix of informal support and established programs is both adequate and appropriate. For teachers facing multiple and severe problems, however, the current system is wholly inadequate. A series of recommendations by the principal that evolve from an uncoordinated and narrowly defined evaluation schedule rarely can provide the kind of comprehensive, coordinated, and intensive assistance necessary to resolve a dysfunctional situation. Marginal teachers may have trouble articulating a need for assistance and no doubt will require a more integrated and sustained intervention. Many teachers, but particularly the marginal ones, may be reluctant to respond to "just" the principal's perception of the staff and school. Therefore the principal should consider gathering data from the entire school community.

Gathering data from the entire staff is important because teachers tend to respond not only to the objective features of a situation but also, at times, to

the meaning this situation has for them. Once teachers have ascribed meaning to a situation, their resultant behavior and some of the consequences of that behavior are determined by the assigned meaning. The teacher who internalizes the interrelatedness of teaching and learning is motivated differently than the individual who refuses to assume responsibility when "most of the class fails a test."

This issue of efficacy is central to understanding the marginal teacher. A teacher's belief that he or she can produce desired results in the classroom is closely related to gains in student achievement and other indicators of school effectiveness. The power to bring about a desired effect—that is, teacher efficacy—should be central to the discourse about the quality of schooling. Teacher efficacy, particularly as it relates to professional self-confidence, exerts a critical influence on the learning that empowers students and the quality of life in the classroom for both students and teachers.

Because the marginal teacher may actually lack the proper drive to work in a particular setting, an instrument that measures motivation seems like a logical area to begin the schoolwide data-gathering process. The Teacher Expectancy Analysis Instrument (TEAI) is designed to examine the motivational level of teachers from an expectancy analysis (please see Resource A for a discussion and a copy of the instrument).

The following chapters are designed to help the school administrator work through the process to dismiss the marginal teacher who has been provided with intensive assistance, but who has failed to improve his or her teaching performance.

2 Establishing the Teacher Evaluation Process

How monotonous the sounds of the forest would be
If the music came only from the top ten birds.

S. Bennett

Suggested Timeline: August

The first step in the evaluation process of the marginal teacher involves the same sound procedures that a successful principal follows for his or her entire staff. Before the new school year begins, a plan must be developed for welcoming staff members and providing orientation to the school. This step sets a positive tone for staff members by informing the new teachers and reminding teachers returning to the school about overall expectations, responsibilities, and procedures. Frequently, the small things make the difference between a successful and an unsuccessful school year. The principal must take the leadership role in providing the necessary support to ensure a successful school opening.

During the month of August, the following procedures should occur:

- ❑ Send a welcome letter to all staff assigned to the building (see Sample Document 1).
- ❑ Assign a "buddy" teacher to each new teacher and identify the buddy teacher in a welcome letter to the new teacher (see Sample Document 2).
- ❑ Provide orientation for buddy teachers assigned to assist new teachers that includes

1. a review of specific building rules and procedures,
2. a suggested timeline for interacting with the new teacher,
3. a discussion of "what if's" (e.g., what if the new teacher is experiencing problems with classroom management or what if the new teacher and buddy teacher are incompatible), and
4. suggestions regarding the type of assistance the buddy teacher can provide the new teacher.

❑ Provide an orientation session for all new teachers that includes

1. a tour of the building,
2. an overview of instructional resources available within the school,
3. an introduction to support staff members, and
4. several strategies to meet and communicate with parents/guardians.

❑ Provide an orientation session for the entire staff (e.g., teaching assistants, secretary, engineer) highlighting the educational philosophy of the school, the district goals, expectations for staff and/or volunteers, and general procedures including classroom management, lesson plans, maintenance of records, and duty schedules. If possible, this session should also include opportunities for the staff to socialize with each other.

❑ Review contractual language, school board rules, state statutes, and the U.S. Constitution (e.g., the Fourteenth Amendment) regarding teacher dismissal to ensure that due process is followed and the property rights of the teacher are not violated.

Administrative Tips

❑ Prepare for the staff orientation session by

1. making a welcome back banner with all teachers' names on it (e.g., *This will be the best school year!*);
2. preparing copies of the teacher/school handbook;
3. developing an orientation plan for
   a. students new to the building at the beginning of the year and
   b. students who transfer into the building during the year;
3. developing a plan for student entry to allow for maximum building control (e.g., elementary school staff escorts students from the buses/playground to the classrooms and from the classrooms to lunch/recess).

❑ Have all teachers introduce themselves, tell what they teach, and give a brief statement about what they did during the summer.

❑ Encourage staff to have bulletin boards in place no later than the first week of school.

❑ Cater a lunch for staff on the first day back or set up a staff potluck luncheon. Include information about this activity in the welcome back letter and have staff call the school secretary regarding the dishes they plan to bring.

- When pairing the "buddy" teacher and a new teacher, consider the value of matching individuals based on similarities in subject area taught, grade level taught, age, gender, personality, and successful teaching experience.

Sample Document 1
Letter Welcoming Teachers
(Place on school letterhead)

Date

Dear Staff:

I hope you are having a restful and pleasant summer vacation. The 19__-19__ school year will present new challenges to all of us—new students, new teachers, new courses, and new materials.

This school year will provide an opportunity for us to develop new classroom management techniques and teaching strategies and implement our creative ideas. As always, we will continue to work together as a family to make our school the best in the _____ School District.

I look forward to working with you this school year with a great deal of enthusiasm to meet the greater challenges ahead in educating our children—our most precious resources.

Again, welcome back! This will be the best year ever at _____ School.

Sincerely,

_____
Principal

Sample Document 2
Letter Assigning a Buddy Teacher to Each New and Transfer Teacher
(Place on school letterhead)

Date

Name of Teacher
and Address

Dear _____:

I would like to take this opportunity to welcome you to _____ School. I want to make this an educationally rewarding and successful school year for you. This will be the best year ever for staff and students at _____ School.

The beginning of the school year is a busy time for all of us. To help you adjust to your new school, I have assigned _____ in room ___ to serve as your buddy teacher to answer questions you may have about the school and to assist you throughout the school year. In addition to your buddy teacher, I am also here to assist you in any way possible to make this a successful school year. Please feel free to contact me to discuss any concerns you may have about _____ School.

Again, welcome to _____ School. I am happy to have you join our staff, and I look forward to observing the exciting learning activities in your classroom.

Sincerely,

_____
Principal

3 Beginning the Process of Evaluation

If a soul is left in darkness sins will be committed. The guilty one is not he who commits the sins, but he who causes the darkness.

Dr. Martin Luther King, Jr.
(quoting Victor Hugo)

Suggested Timeline: September

Possibly the most difficult administrative decision a principal will ever have to make involves the determination to pursue the dismissal process. A tentative decision regarding dismissal may be based on empirical data gathered by the principal during the previous school year. Even though the principal believes he or she may pursue the dismissal process with a particular teacher, it is necessary that the principal continue to treat all teachers in a similar manner. Therefore, during Step 2, the principal must do the following:

1. Inform all teachers about the evaluation process.
2. Identify the teacher's official evaluator.
3. Initiate a system for providing ongoing instructional support to all staff.
4. Conduct brief observations in all classrooms.
5. Set up a filing system to accumulate various forms of documentation that reflect the performance of each teacher.

Providing information regarding the evaluation process to a teacher (or any employee) serves a variety of purposes. First, sharing the assessment forms and

evaluation procedures will tend to demystify the process and, ideally, reduce apprehension on the part of the teacher. Second, including all teachers in this step dispels potential accusations that the marginal teacher receiving the unsatisfactory evaluation was unfairly singled out.

The principal must prepare a written explanation about the evaluation process at the beginning of the school year. The summative evaluation process must be explained along with the observation forms and the projected timeline of the evaluation process.

It is critical that the principal obtain firsthand knowledge of the ineffective teaching; therefore he or she *must* begin the evaluation process during the first week of school by making daily classroom observations of *all* teachers. The principal will be able to recognize teachers who lack appropriate classroom management skills, which may be the underlying cause of poor classroom organization and the large number of student referrals to the office.

During the month of September, the following procedures should occur:

- ❑ Provide a written explanation of the evaluation process with sample formal and informal evaluation instruments that will be used to assist in the evaluation of the teaching staff (see Sample Documents 3, 4, and 5).
- ❑ Prepare individualized letters to teachers identifying the principal as the evaluator and a roster for teachers to initial showing receipt of the letter (see Sample Documents 6 and 7).
- ❑ Begin conducting daily observations to identify teachers who may be experiencing classroom problems and maintain a summary form for informal classroom observations (see Sample Document 8).
- ❑ During classroom visits, collect samples of assignments that teachers give to students and keep these samples in individual teacher files.
- ❑ If the quality of work samples is poor or if classroom management is poor, write a memorandum of concerns to the teacher and offer suggestions for improvement.
- ❑ Prepare a parent complaint file (both verbal and written) for each teacher (see Sample Documents 9 and 10).
- ❑ Keep copies of all notes written to you by the teacher about his or her discipline problems or other school-related issues.
- ❑ Maintain a record of the number of pending suspensions, suspensions, letters sent to parents, and other disciplinary actions requested by the teacher.
- ❑ Record the number of students referred for disrupting the class with the date, time, the teacher's comments and recommendation, and the administrative disposition (see Sample Document 11).
- ❑ *Hand deliver* the evaluator identification letter to each teacher and have teachers initial receipt of their letters.
- ❑ Provide teaching tips in the weekly staff bulletin.

- ❑ Hold grade level meetings for all teachers.

Administrative Tips

- ❑ Do not place the letter identifying the evaluator in the teacher's mailbox.
- ❑ Work in collaboration with the assistant principal or central administration staff who can conduct teacher evaluations; however, remember that the principal should be the sole evaluator.
- ❑ For serious parent complaints, use the misconduct provision of the contract, if one exists, for handling these situations.
- ❑ Record each parent complaint on a standard parent complaint form and discuss the complaint with the teacher. Following your deliberation, forward a copy of the parent complaint form with your disposition to the teacher for his or her response. File both copies.
- ❑ Examine samples of assignments that the teacher gives to students to make sure that they conform to district standards and retain the samples in the teacher's file.
- ❑ Be aware of the quantity of busywork (e.g., ditto sheets) given to students.
- ❑ Take pictures in the classroom or videotape lessons, particularly if the teacher is experiencing classroom management problems.

Sample Document 3
Letter Explaining the Evaluation Process
(Place on school letterhead)

Date

Dear Staff:

Three different approaches will be used to evaluate teachers this school year. Informal, formal, and year-end teacher observations/evaluations will be used. The following procedures will be used for conducting observations/evaluations:

1. Informal Observations/Evaluations (Formative)

Informal observations/evaluations will consist of short classroom observations/evaluations. An observation checklist will be used to give teachers immediate feedback on their performance. Teachers should expect more than three informal observations.

2. Formal Observations/Evaluations (Formative)

Formal observations/evaluations will be conducted for teachers scheduled for a mandated evaluation. A formal evaluation may be used for unscheduled teacher evaluations.

A formal evaluation will last for the duration of the class period or at least 30 minutes. Teachers scheduled for a formal evaluation are to schedule two preconferences and two postobservation conferences.

During the preobservation conference, teachers are to explain their lesson plans and the methodology they plan to use. The preobservation conference should take about 15 minutes. Teachers will receive a formal observation form at the preobservation conference. Teachers are to complete this form before the postobservation conference by checking the column that best describes their teaching.

Within two days after the formal evaluation, a postobservation conference should be held. During this conference, strengths, weaknesses, and suggestions for improvement, if necessary, will be discussed.

3. Year-End Evaluation (Summative)

This is the final observation/evaluation conference. This conference will be held during the months of April and May. A written statement will be placed on the official district evaluation form.

Attached are copies of evaluation instruments that will be used to evaluate effective teaching strategies and practices this school year. If you have any questions, please see me.

Sincerely,

_____
Principal

Enclosures

Sample Document 4
Informal Observation Form

_____ SCHOOL
INFORMAL OBSERVATION FORM

Date _____ Time of Day _____ Class Period _____
Teacher _____ Subject/Grade _____
Total Students Assigned to Class/in Class ___/___ Evaluation Number ____

Scale:	1 outstanding	3 average	5 unsatisfactory
	2 above average	4 fair	NA not applicable

(NOTE: Insert criteria established by the school district.)

Criteria	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8						
9.						
10.						
11.						
12.						

Comments _____
_____

If you wish to discuss this observation/evaluation checklist with me, please see my secretary to schedule an appointment.

Principal _____

Sample Document 5
Formal Observation/Evaluation Form

_____ SCHOOL
FORMAL OBSERVATION FORM

Date _____ Time of Day _____ Class Period _____
Teacher _____ Subject/Grade _____
Total Students Assigned to Class/in Class ___/___ Evaluation Number _____

Scale: 1 outstanding 3 average 5 unsatisfactory
2 above average 4 fair NA (not applicable)
(NOTE: Insert specific criteria under the general categories based on district standards.)

A. PLANNING/INSTRUCTIONAL STRATEGIES USED	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						

Comments _____
_____
_____

B. UNDERSTANDING THE CURRICULUM	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						

Comments _____
_____
_____

C. ASSESSMENT OF INSTRUCTIONAL PLAN	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						

Comments _____

D. CLASSROOM MANAGEMENT	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						

Comments _____

E. CLASSROOM ENVIRONMENT	*1*	*2*	*3*	*4*	*5*	*NA*
1.						
2.						
3.						
4.						
5.						

Comments _____

F. SCHOOLWIDE INVOLVEMENT	*1*	*2*	*3*	*4*	*5*	*NA*
Rating supported by involvement in activities listed below:						

1. _____
2. _____
3. _____

Comments _____
_____
_____

G. PROFESSIONAL DEVELOPMENT	*1*	*2*	*3*	*4*	*5*	*NA*
Rating supported by involvement in activities listed below:						

1. _____
2. _____
3. _____

Comments _____
_____
_____

If you wish to discuss this observation/evaluation checklist with me, please see my secretary to schedule an appointment.

Principal _____

Sample Document 6
Letter Identifying the Teacher's Evaluator
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear _____:

The primary purpose of the performance evaluation is to improve teaching performance and promote professional growth. This is consistent with the contract between the _____ Board of School Directors and the (name of the bargaining unit). The evaluation procedures for this school year will assure that a cooperative plan is established by the teacher and the evaluator.

Teacher evaluations are a necessary part of educational administration. They should be viewed by teachers as a learning experience, as a way for both the teacher and the administrator to grow in understanding and knowledge.

Teacher strengths will be discussed so that they can enhance the learning environment and be further developed. Teacher weaknesses will be identified so that appropriate methods can be devised to reduce or alleviate them.

Part ___, Section _, of the _____ contract states that the evaluator must be made known to the teacher by name and title. Accordingly, you are informed that your performance evaluation during the 19__-19__ school year shall be conducted by me with possible collaboration with other administrative and supervisory staff assigned to _____ School. In the event that someone else must serve in my capacity, the evaluation will be conducted by that person.

Sincerely,

_____
Principal

Sample Document 7
Roster for Teacher Initials Acknowledging Receipt of Letter Identifying the Evaluator
(Place on school letterhead)

_____ SCHOOL
STAFF ROSTER
19__-__

INITIAL	NAME

Sample Document 8
Summary Form for Formal and Informal Classroom Observations

As the instructional leader, the principal must begin the evaluation process by conducting informal observations of all classrooms throughout the school day. To assess the effectiveness of all teachers and the quality of teaching, the principal should use a monitoring form to document the number of informal observations conducted during the month of September. The same form should be adjusted and used for each month. Formal observations should be included.

Procedures

- ❑ Use a monthly summary form to record the dates that informal classroom observations are conducted of all teachers.
- ❑ Identify teachers who may be in need of instructional support.

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
_____ 19__

SCHOOL _____ PRINCIPAL _____

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER																							

Sample Document 9
Parent Complaint Form

The principal must have a procedure for recording and maintaining a parent complaint file that can be used to support an unsatisfactory teacher evaluation. The principal must know the contractual procedures for handling parent complaints in his or her school district. This includes informing the teacher of the nature of the parent complaint, investigating the complaint, resolving the complaint, giving a copy of the disposition to the teacher, and maintaining a parent complaint file.

Procedures

- ❑ Use a standard parent complaint form to register a parent complaint.
- ❑ Follow contractual procedures for informing the teacher and obtaining additional information regarding the complaint.
- ❑ Resolve the complaint.
- ❑ Follow contractual procedures for informing the teacher regarding the disposition of the matter.
- ❑ Maintain a parent complaint file.

Administrative Tips

- ❑ For serious parent complaints, use the misconduct provision of the contract, if one exists.
- ❑ Keep a copy of the parent complaint with your disposition and a copy of the teacher's response.

_____ SCHOOL PARENT COMPLAINT FORM

Date _____ Time _____a.m./p.m.

Student _____ Grade ____ ID Number ___

Address_____

Person Filing Complaint _____

Relationship to Student _____

Phone Number: Home _____ Other _____

Nature of Complaint _____

_____

_____

_____

Action Requested _____

_____

Has a Previous Complaint Been Filed Yes _____ No _____ Date _____

Person(s) Spoken with:

_____

Name/Title/Department

_____

Name/Title/Department

Resolution _____

_____

_____

_____

_____

Complaint Resolved _____ Further Action Necessary _____

_____ _____

Signature/Title Date

Sample Document 10
Parent Complaint Letter

Date

Name of Teacher and
School Address

Dear _____:

Part ___, Section __, of the _____ School District Contract states that when parent or public complaints are filed the individual teacher must be made aware of the complaint. Therefore I am forwarding the attached letter/parent complaint form received about you at _____ School on _____, 19__.

Please schedule a meeting with my secretary for us to discuss this parent complaint by _____, 19__.

Sincerely,

_____
Principal

Sample Document 11
Summary of Discipline Referrals

The following disciplinary referrals were issued by _____.

Date	Time	Comments	Recommendations	Disposition

4 Identifying Teachers in Need of Assistance

No quiero el queso sino salir de la rationera. (Latin American saying that means, "I don't want the cheese, I just want to get out of the trap.")

Suggested Timeline: October

After a series of brief observations, the principal will identify the teachers who are having problems. Step 3 focuses on strategies to provide intensive assistance to those teachers who are experiencing difficulties. It is important to note that all teachers should remain in the overall supervision/evaluation process. Additional support should be provided to the marginal teacher, however, and accurate and complete documentation must be maintained. The principal must assume the leadership role in assisting teachers needing support. Providing intensive assistance to marginal teachers is essential because

1. it gives the teacher an opportunity to improve,
2. it demonstrates the principal's willingness to help the teacher, and
3. it is a necessary part of the due process procedure.

The principal must document the teacher's performance in relation to the need for improvement. This can be achieved by conducting both formal and informal classroom observations.

During the month of October, the following procedures should occur:

- ❑ Continue conducting daily observations in all classrooms to identify teachers who may be experiencing classroom problems.
- ❑ Prior to conducting formal observations of teachers receiving intensive assistance, hold a preobservation conference with each teacher to discuss his or her lesson plan and the expected outcomes for the lesson you will observe.
- ❑ Conduct *four* formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for necessary improvements.
- ❑ Following the classroom observation, write a memorandum of concerns listing suggestions for improvements and hold a postobservation conference to discuss the concerns (see Sample Document 12).
- ❑ Provide an opportunity for the teacher to observe another teacher in the same school for a day (see Sample Document 13).
- ❑ Provide an opportunity for the teacher to shadow a successful teacher at another school for an entire day (see Sample Document 14).
- ❑ Provide an opportunity for a teacher from another school to work for a day in the teacher's classroom (see Sample Document 15).
- ❑ Refer the teacher to sections in the teachers' handbook (see Sample Document 16).
- ❑ Provide opportunities for the teacher to attend workshops conducted by the school district (see Sample Document 17).
- ❑ Examine the teacher convention booklet to identify workshops to recommend that the teacher attend (see Sample Document 18).
- ❑ If the teacher does not improve, issue a letter summarizing the postobservation conference (see Sample Document 19).
- ❑ If the teacher is improving, note the fact on the observation form but reemphasize the suggestions for improvement that were previously given to the teacher.
- ❑ Continue using the weekly staff bulletin to provide teaching techniques, classroom management strategies, and other information to document your attempts to give assistance to the teaching staff.
- ❑ Continue maintaining a parent complaint file (for both verbal and written complaints) for each teacher (see Sample Documents 9 and 10 in Chapter 3).
- ❑ Continue examining samples of assignments that teachers give to students to make sure that they conform to district standards and retain them in individual teacher files.
- ❑ Continue monitoring the quantity of busywork (e.g., ditto sheets) given to students.

- ❑ If the quality of the work samples is poor, write another memorandum of concerns to the teacher and offer suggestions for improvement (see Sample Document 12 in this chapter).
- ❑ Write another memorandum of concerns about poor classroom management (see Sample Document 12 in this chapter).
- ❑ Continue keeping copies of all notes written to you by the teacher about his or her discipline problems or other school-related issues.
- ❑ Continue to maintain a record of the number of students referred for disrupting the class including the date, time, and the teacher's comments and recommendation (see Sample Document 11 in Chapter 3).
- ❑ Issue a letter to the teacher reviewing assistance provided to him or her (see Sample Document 20).
- ❑ Send a potential unsatisfactory evaluation update letter to your supervisor (see Sample Document 21).
- ❑ Prepare an unsatisfactory evaluation binder with a cover page, table of contents, and a divider for each section (see Sample Documents 22 and 23).
- ❑ Check pertinent historical information about the teacher's background in the district (see Sample Document 24).

Administrative Tips

- ❑ Check to see if the teacher enrolled in the suggested workshop/classes.
- ❑ Conduct at least *four* observations ranging from 30 minutes to 1 hour. If there is an assistant principal, he or she should also make daily visits and conduct informal observations.
- ❑ Take your incoming school mail into the classroom to scan while conducting *informal* classroom observations. Resist the temptation of letting these minor tasks interfere with the major task of documenting the teacher's performance.
- ❑ Take pictures in the classroom or videotape lessons, particularly if the teacher is experiencing classroom management problems.
- ❑ During staff meetings, encourage teachers to share successful teaching techniques and/or information on classroom management.
- ❑ During the postobservation conference, begin the meeting by stating what the teacher has done well and then discuss the areas that need improvement.

Sample Document 12
Memorandum of Concerns
(Place on school letterhead)

DATE:
TO:
FROM:
RE: Concerns and Recommendations for Improvement

This memorandum of concerns is about your teaching effectiveness, and it offers suggestions for improvement.

Concern 1:

Suggestions:

Concern 2:

Suggestions:

Concern 3:

Suggestions:

I stand ready to support you in improving your teaching performance, but improvement clearly rests with you. Please contact my secretary to schedule a meeting if you wish to discuss this memorandum of concerns.

Sample Document 13
Letter Confirming Arrangements for the Teacher to Visit a Classroom in the Same School
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear _____:

Because it is important for you to improve your teaching performance, especially classroom management, I would like you to visit _____'s classroom to observe

(List specific activities, e.g., reading group, classroom management, instructional techniques.)

Arrangements have been made for _____ to teach your class on _____, from _____ to _____.

Again, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

_____
Principal

Sample Document 14

Letter Confirming Arrangements for the Teacher to Shadow a Teacher in Another School
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear _____:

I want you to have a successful teaching experience at _____ School. As we have discussed earlier, opportunities are available for teachers to observe classes in other schools in our district. Therefore I have made arrangements for you to spend an entire day at _____ School, which is located at _____.

You are to report to _____, principal at _____ School, on _____, _____, 19__. You will spend the entire day in the __ grade classroom of _____. _____ is an experienced teacher with good classroom management skills as well as instructional techniques. If you find this to be a worthwhile experience, I can also arrange to have _____ visit your classroom, too.

Again, I stand ready to assist you to make this school year a successful teaching experience.

Sincerely,

_____
Principal

Sample Document 15
Letter Confirming Arrangements to Have a Teacher From Another School Visit the Teacher's Classroom
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear_____:

I was pleased that your visit to _____ School was a worthwhile professional development experience. Because I want to continue assisting you in improving your teaching performance, arrangements have been made for _____, a _____ grade teacher from _____, to spend the entire school day in your classroom on _____. During that time, _____ will work with you in the following areas:

(List specific areas, e.g., classroom management, reading instruction, general organization.)

Again, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

_____
Principal

Sample Document 16
Letter Referring the Teacher to a Specific Section in the Teachers' Handbook
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear_____:

The _____ School Teachers' Handbook is designed to provide information to clarify rules and procedures to ensure the smooth operation of the school. Please review the following sections:

Topic	*Pages*
•	
•	
•	

I stand ready to assist you in making this a successful school year.

Sincerely,

_____
Principal

Enclosures

(NOTE: Include a copy of the pages cited in the handbook when preparing the Unsatisfactory Teacher Evaluation Document.)

Sample Document 17
Letter Encouraging the Teacher to Attend Workshops or Classes
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear _____:

The _____ School District Staff Bulletin lists several in-service classes that should be beneficial in improving your classroom teaching performance. I recommend that you enroll in the following class(es):

-
-
-

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

_____
Principal

(NOTE: Include a copy of the pages from the bulletin when preparing the Unsatisfactory Teacher Evaluation Document.)

Sample Document 18
Letter Encouraging the Teacher to Attend a Convention
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear_____:

The _____ Teachers' Convention is scheduled to be held from _____ to _____, 19__ at _____ (specific location).

The convention booklet lists several workshops that should assist you in improving your teaching performance. I recommend that you attend the following workshops:

Title	*Date*	*Time*	*Room*

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

_____
Principal

Sample Document 19
Letter Summarizing a Meeting Held With the Teacher
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear_____:

This letter serves as an official summary of our meeting held on _____ at _____ in my office. I began the meeting by stating my concerns about your inability to manage your classroom effectively. My concerns were as follows:

1.
2.
3.

I also gave you the following suggestions to improve your classroom management skills:

1.
2.
3.

I want to continue supporting your efforts to improve your classroom management skills and stand ready to assist you in improving your teaching effectiveness.

Sincerely,

_____
Principal

Sample Document 20
Letter Reviewing Assistance Provided to the Teacher
(Place on school letterhead)

Date

Name of Teacher and
School Address

Dear _____:

During the past ___ weeks, I have made recommendations for improving your teaching performance in the following areas:

-
-
-
-

I would like to meet with you to discuss these suggestions for improvement and the progress that you have made. Please see my secretary to schedule an appointment.

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

_____
Principal

Sample Document 21
Memorandum to the Principal's Supervisor Summarizing Observations, Conferences, and Support Provided to the Teacher
(Place on school letterhead)

DATE:
TO:
FROM:
RE: Potential Unsatisfactory Evaluation

During the months of September and October 19__, formal and informal observations were made in all teachers' classrooms. I observed _____ on:

Day	*Date*	*Time*

(List days, dates, and times.)

These observations represent a reasonable sampling and included _____'s assignments, morning and afternoon.

During postobservation conferences, _____'s strengths and weaknesses were discussed. In addition, I offered suggestions for improvement, discussed the assistance available, and set a reasonable period of time for necessary improvement.

Enclosed is a copy of the summary letter dated _____ and given to _____ offering specific recommendations for improvement. Also enclosed are copies of the formal and informal evaluation forms used to observe _____.

I have used the same formal and informal evaluation forms that were presented to all teachers on September __, 19__, with a letter explaining the evaluation process at _____ School. I will keep you informed regarding the issuance of this potential unsatisfactory teacher evaluation. I would like for you to review my documentation before it is finalized.

cc: Attorney for the school district

Sample Document 22
Cover Page for the Unsatisfactory Teacher Evaluation Documentation
(Place on school letterhead)

UNSATISFACTORY TEACHER EVALUATION DOCUMENTATION

for

_____

SUBMITTED BY

_____, PRINCIPAL

_____ SCHOOL

JANUARY __, 19__

Sample Document 23
Table of Contents for the Unsatisfactory Teacher Evaluation Documentation

The principal must prepare the unsatisfactory evaluation documentation in a binder as outlined in the table of contents below. This will serve as the master document. Before the initial unsatisfactory teacher evaluation conference, additional copies must be made.

CONTENTS

I. Identification of Evaluator
   A. Letter Identifying the Teacher's Evaluator
   B. School Roster for Teacher Initials Acknowledging Receipt of Evaluation Letter
II. Observation/Evaluation Procedures for the School
   A. Letter Explaining the Evaluation Process
   B. Informal Observation Form
   C. Formal Observation Form
III. Letters Providing Assistance
   A. Welcome to the School
   B. Identification of a Buddy Teacher
   C. Visiting a Classroom in the Same School
   D. Shadowing a Teacher in Another School
   E. Visitation by a Teacher From Another School
   F. Section in the Teachers' Handbook
   G. Workshop to Attend
   H. Convention to Attend
   I. Videotapes to View
   J. Articles to Read
   K. Review of Assistance
IV. Informal/Formal Observation Summaries
   A. Summaries of Monthly Classroom Observations
   B. Observations of the Teacher
V. Memoranda of Concerns
VI. Summary Letters of Meetings Following Classroom Observations
VII. Discipline Referrals
VIII. Parent Complaints
   A. Parent Complaint Letters to the Teacher

B. Parent Complaints Filed Against the Teacher

IX. Work Samples

X. Unsatisfactory Evaluation Letters and Evaluation

A. Potential Unsatisfactory Evaluation Memoranda to the Principal's Supervisor

B. Failure to Achieve a Satisfactory Level of Performance

C. Intent to Issue an Unsatisfactory Evaluation

D. Meeting Notice

E. Unsatisfactory Evaluation

Sample Document 24

Checklist for Collecting Historical Information About the Teacher

_____ SCHOOL
19__-19__
TEACHER: _____

- ❑ Contact the personnel department to find out the teacher's area of certification.
- ❑ Check the teacher's personnel file and read previous letters warning the teacher about unsatisfactory teaching performance. Note the dates and the name(s) of the principal(s).
- ❑ Check the teacher's personnel file and read previous teacher evaluation documents. Carefully read for written comments about unsatisfactory teaching performance or warnings given by previous principals as well as comments providing recommendations for improvement. Note the dates and the name(s) of the principal(s).
- ❑ Check the local school file for any written warnings about an unsatisfactory teacher evaluation. Note the dates and the name(s) of the principal(s).
- ❑ Check the local school records to find out the number of days the teacher has been absent and the number of times the teacher has been late to work as related to an unsatisfactory teacher evaluation.
- ❑ Contact the personnel department to find out the number of days the teacher has been absent over the past three years.
- ❑ Check the local school file for any misconduct charges against the teacher as related to an unsatisfactory teacher evaluation.
- ❑ Contact the department responsible for workers' compensation to determine if the teacher has filed claims for workers' compensation as related to an unsatisfactory teacher evaluation.

5 Implementing a Plan for Intensive Assistance

The wise man does at once what the fool does finally.

Gracian

Suggested Timeline: November

The fourth step in the process of evaluating the marginal teacher involves providing intensive assistance with memoranda of concerns listing specific concerns and recommendations for improvement. This step also involves providing assistance through videotapes and journal articles as well as other suggestions regarding classroom management. The principal must be able to document that he or she has provided intensive assistance that was specifically designed to help the marginal teacher improve his or her teaching performance. The principal-teacher relationship must be one of trying to assist the teacher to remedy the particular areas of need.

During the month of November, the following procedures should occur:

- ❑ Prior to formal observations of teachers receiving intensive assistance, hold a preobservation conference and have the teacher discuss his or her lesson plans and expected outcomes of the lesson you will observe.
- ❑ Conduct *three* formal observations and provide feedback listing areas of weakness and recommendations for improvement and give a 3-week time period for necessary improvements.

- ❑ Following the observation, write a memorandum of concerns listing suggestions for improvement and hold a meeting to discuss the concerns (see Sample Document 12 in Chapter 4).
- ❑ Write a letter to the teacher summarizing the meeting held to discuss concerns and recommendations (see Sample Document 19 in Chapter 4).
- ❑ Continue conducting daily observations to identify teachers who may be experiencing classroom problems and maintain the Summary Form for Formal and Informal Classroom Observations (see Sample Document 8 in Chapter 3).
- ❑ Provide opportunities for the teacher to attend workshops conducted by the school district (see Sample Document 17 in Chapter 4).
- ❑ Provide the teacher with videotapes showing proper classroom management strategies and instructional techniques (see Sample Document 25).
- ❑ Videotape/audiotape the teacher's class and then meet to discuss the tape.
- ❑ Offer the teacher articles to read with suggestions for improvement in classroom management and instructional strategies (see Sample Document 26).
- ❑ Issue a letter reviewing assistance provided to the teacher (see Sample Document 20 in Chapter 4).
- ❑ Send a potential unsatisfactory evaluation update letter to your supervisor (see Sample Document 21 in Chapter 4).
- ❑ Continue maintaining a parent complaint file (for both verbal and written complaints) for each teacher (see Sample Documents 9 and 10 in Chapter 3).
- ❑ Continue collecting samples of assignments that the teacher gives to students to make sure that they conform to district standards and retain these in the teacher's file.
- ❑ If the quality of work samples is poor, write another memorandum of concerns to the teacher and offer suggestions for improvement (see Sample Document 12 in Chapter 4).
- ❑ Continue monitoring the quantity of busywork (e.g., ditto sheets) given to the students.
- ❑ Continue keeping a record of the number of pending suspensions, suspension letters sent to parents, and other disciplinary actions of the teacher.
- ❑ Continue keeping copies of all notes written to you by the teacher about his or her discipline problems or other school-related issues.
- ❑ Maintain contact with the district's personnel department representative and attorney.

Administrative Tips

- ❑ Check to see if the teacher enrolled in and attended the suggested workshop(s).
- ❑ Conduct at least *three* observations ranging from 30 minutes to 1 hour.
- ❑ Have your assistant principal conduct daily informal observations. Give the teacher a copy of the actual observation form and keep a file copy.
- ❑ Continue the strategy of taking your incoming school mail and other written materials into the classroom to read while conducting informal classroom observations. Avoid the temptation of letting these minor tasks interfere with the major task of documenting the teacher's performance.
- ❑ Continue using the weekly school bulletin to provide teaching techniques, classroom management strategies, and other information to document that you attempt to give assistance to the teaching staff.
- ❑ If the teacher is improving, note the fact on the observation form but reemphasize suggestions for improvement that were previously stated.
- ❑ If support services are available from central administration, submit a request for a staff member to observe the teacher's classroom.
- ❑ Continue recording each parent complaint on the standard complaint form and meet with the teacher about the situation. Write your disposition on the parent complaint form and forward it to the teacher for his or her response. File both copies.
- ❑ Continue monitoring the quantity of busywork, such as ditto sheets, given to students.
- ❑ Continue recording the number of students referred for disrupting the class with date, time, the teacher's comments and recommendation, and the administrative disposition (see Sample Document 11 in Chapter 3).
- ❑ Take pictures in the classroom or videotape lessons, particularly if the teacher is experiencing classroom management problems.

Sample Document 25
Letter Providing Videotapes on Classroom Management/Instructional Strategies
(Place on school letterhead)

Date

Name of Teacher
and School Address

Dear _____:

Although you were given several suggestions to improve your teaching performance, I am providing you with a copy of the following videotapes that show successful classroom management techniques and instructional strategies:

-
-
-

I would like you to review these tapes and then meet with me to discuss the incorporation of these techniques into your classroom management plan.

I am providing these videotapes to assist you in improving your teaching performance.

Sincerely,

_____
Principal

Sample Document 26
Letter Identifying Articles on Classroom Management
(Place on school letterhead)

Date

Name of Teacher
and School Address

Dear _____:

Attached you will find a copy of the following articles that will help you improve your classroom management and teaching techniques:

-
-
-
-

In closing, I stand ready to assist you in making this a successful teaching experience.

Sincerely,

_____
Principal

(NOTE: Include a copy of the articles when preparing the Unsatisfactory Teacher Evaluation Document.)

6 Deciding on Retention or Dismissal

Daring ideas are like chessmen moved forward; they may be beaten, but they may start a winning game.

Goethe

Suggested Timeline: December

Recently, an article in a local newspaper examined the societal tendency to champion certain community causes like the need for more prisons or waste disposal sites. Although most people tended to agree that we needed more places to "dump" our prisoners and our waste, the general consensus was "not in my backyard!" Unfortunately, there is a similar tendency in our schools to acknowledge the existence of problems but to shy away from what it takes to correct them.

The fifth step in the process of evaluating the marginal teacher is to make a determination as to whether the teacher should be retained or dismissed. If the principal believes that the teacher should be dismissed, he or she should be ready to prepare the potential unsatisfactory teacher evaluation letter. During this period of time, the principal should continue to conduct informal and formal classroom observations of all teachers. The teacher(s) identified to receive the unsatisfactory evaluation should be formally observed *three* times during the month of December. Informal observations can be done on a weekly basis. To meet the deadline for informing the teacher of the potential unsatisfactory evaluation, it is critical for the principal to adhere to this timeline.

During the month of December, the following procedures should occur:

- ❑ Prior to formal observations of teachers receiving intensive assistance, hold a preobservation conference with each one and have the teacher discuss his or her lesson plan and expected outcomes of the lesson you will observe.
- ❑ Conduct *three* formal observations and provide feedback listing areas of weakness and recommendations for improvement and reiterate the timeline of expected improvement.
- ❑ Following observations, write a memorandum of concerns listing suggestions for improvements and hold a meeting to discuss the concerns (see Sample Document 12 in Chapter 4).
- ❑ Continue conducting daily observations to identify teachers who may be experiencing classroom problems.
- ❑ Continue providing articles for the teacher to read (see Sample Document 26 in Chapter 5).
- ❑ Continue providing teaching tips in the weekly staff bulletin.
- ❑ Continue maintaining the parent complaint file (see Sample Documents 9 and 10 in Chapter 3).
- ❑ Continue collecting samples of assignments that teachers give to students to make sure they conform to district standards and retain these in each teacher's file.
- ❑ If the quality of work samples is poor, write another memorandum of concern to the teacher and offer suggestions for improvement (see Sample Document 12 in Chapter 4).
- ❑ Continue keeping a record of the number of pending suspensions, suspension letters sent to parents, and other disciplinary actions of the teacher.
- ❑ Continue keeping copies of all notes written to you by the teacher about his or her discipline problems or other school-related issues.
- ❑ Maintain contact with the district's personnel department representative and attorney.
- ❑ Issue a letter to the teacher stating the possibility of an unsatisfactory evaluation if he or she fails to achieve a satisfactory level of teaching performance (see Sample Document 27).
- ❑ Send a potential unsatisfactory evaluation update letter to your supervisor (see Sample Document 21 in Chapter 4).

Administrative Tips

- ❑ *Hand deliver* the letter regarding the possibility of an unsatisfactory evaluation on a Friday afternoon.
- ❑ Work in collaboration with the assistant principal or central administration staff members who can conduct teacher evaluations.

Sample Document 27
Letter Stating the Possibility of an Unsatisfactory Evaluation
(Place on school letterhead)

Date

Name of Teacher
and School Address

Dear _____:

During the months of September through December of the 19__-19__ school year, formal and informal observations were conducted in your classroom. Specifically, I observed you on

Day *Date* *Time*

These observations represented a reasonable sampling of your teaching performance and included all aspects of your assignment, morning and afternoon.

In addition to memoranda that were sent to you outlining my concerns, I held conferences with you to discuss deficiencies, available assistance, suggestions for improvement, and a reasonable time for necessary improvement. Letters summarizing our conferences were sent to you on _____, _____, and _____.

Unfortunately, your teaching performance has not improved to a satisfactory level at this time. Therefore this letter serves as official notification that failure to achieve a satisfactory level of achievement by January 15, 19__, will result in the issuance of an unsatisfactory evaluation with a recommendation for your dismissal from the _____ School District.

Sincerely,

_____
Principal

7 Following Through With the Dismissal Process

Life is just a series of decisions about what bridges to cross and which bridges to burn.

Anonymous

Suggested Timeline: January

Most of us seem very comfortable distinguishing between excellence and mediocrity in athletics but seem unwilling or unable to be similarly precise about differences in the performance of teachers. Apparently, when discussing athletic ability, we can emotionally afford to be objective because we do not view someone's lack of athleticism as a total judgment on the individual. In fact, anyone who has experienced the unpleasant task of telling a young person that "you didn't make the team" will readily tell you that it's not easy but it's necessary. Similarly, principals must have the wisdom to reflect and the fortitude to act.

Step 6 of the teacher dismissal process will probably be the most emotionally challenging experience for the principal because it is when he or she makes the decision to follow through with issuing the unsatisfactory teacher evaluation. The principal must start preparing the documentation needed for the formal unsatisfactory evaluation proceedings and reviewing strategies for conducting the unsatisfactory evaluation conference with the teacher and the teacher's representative(s). Carefully selected wording is essential. Examples of key phrases are provided in Resource C. The principal should continue making formal and informal classroom observations. There should be no surprises to

the teacher. The procedures in this step assure that due process has been followed to meet the guidelines of the teachers' bargaining unit, school board policies, state statutes, and federal laws.

During the month of January, the following procedures should occur:

- ❑ Prior to formal observations of teachers receiving intensive assistance, hold a preobservation conference and have the teacher discuss his or her lesson plans and the expected outcomes of the lesson you will observe.
- ❑ Continue conducting formal and informal classroom observations and conferences as necessary.
- ❑ Draft the letter of intent to issue an unsatisfactory evaluation and hand deliver it to the teacher with a copy to the bargaining unit (see Sample Document 28).
- ❑ Prepare the opening and closing statements for the unsatisfactory evaluation meeting and include reference to due process (see Sample Documents 29 and 30).
- ❑ Review the unsatisfactory evaluation binder to ensure that all appropriate documentation is included.
- ❑ Maintain contact with the district's personnel department representative and attorney.
- ❑ Meet with your supervisor to discuss your unsatisfactory evaluation documentation.
- ❑ Write the unsatisfactory evaluation using the established form for your district (see Sample Document 31).
- ❑ Send a letter to the teacher to remind him or her about the date, time, and location of the meeting (see Sample Document 32).
- ❑ Prepare additional copies of the unsatisfactory evaluation binder (one for the teacher, one for the teacher's representative, one for the district representative who will conduct the unsatisfactory teacher evaluation conference, and one for you).
- ❑ Prepare for the conference and the cross-examination; be knowledgeable of questions that might be asked by the teacher's legal adviser. You may be accused of

  1. failure to follow state law, board policy, or contractual requirements for issuing this unsatisfactory evaluation;
  2. having a vendetta against the teacher;
  3. singling out this teacher from other teachers;
  4. having a vendetta against specific groups (e.g., racial, gender);
  5. not following the evaluation process for all staff members;
  6. not giving support and not listing specific shortcomings and recommendations to improve;
  7. harassing the teacher with excessive observations;

8. not being able to prove that oral or written communication occurred or that you told the teacher what was wrong; or
9. not being qualified to conduct this evaluation because of your inadequate certification.

❑ Conduct the unsatisfactory evaluation meeting.

1. Determine the best position at the conference. (Do not sit between the teacher and his or her representative. Sit at the head of the table or behind the desk.)
2. If the teacher brings a lawyer and a union representative, request that the official representative be identified before proceeding with the conference. The other individual(s) can only observe.
3. Have a copy of the teachers' contract on the desk/table.
4. Maintain a formal atmosphere.
5. Distribute the binders.
6. Read the opening statement.
7. Present all evidence to substantiate the unsatisfactory evaluation at the first hearing. New evidence may not be presented at subsequent hearings.

Administrative Tips

❑ *Hand deliver* the letter of intent to issue the unsatisfactory evaluation on a Friday afternoon.

❑ *Hand deliver* the letter scheduling the meeting after school the following week.

❑ Review strategies to ensure that you remain in control of the conference and are not intimidated by the teacher's representative.

❑ Have an assistant principal or another administrative staff member who has participated in the evaluation process attend the meeting to take notes.

❑ Be prepared to respor l to questions or criticisms regarding how the evaluation process was conducted.

Sample Document 28
Letter of Intent to Issue an Unsatisfactory Evaluation
(Place on school letterhead)

Date

Name of Teacher
and School Address

Dear _____:

This letter is to inform you that an unsatisfactory evaluation will be officially submitted to the Department of School Personnel.

A copy of your unsatisfactory evaluation will be given to you on _____ __, 19__, at ____ p.m. in my office. The Master Contract, Part ___, Section __, on pages _____, will govern the due process of teacher performance evaluations. If you wish, you may be represented by a member of your bargaining unit or other person of your choice.

After the conference, you will be allowed ____ hours to study my comments and respond to them in writing. The unsatisfactory evaluation will then be filed with the Department of School Personnel with a recommendation for your dismissal from the _____ School District.

Sincerely,

_____
Principal

Sample Document 29
Opening Statement for the Unsatisfactory Evaluation Conference

An unsatisfactory evaluation is issued when a teacher fails to respond to the efforts that were made to help improve his or her teaching performance and his or her failure to develop a behavioral management plan to reduce negative student behaviors. When this occurs, poor teaching performance and lack of an effective student behavioral management plan have a negative impact on students.

Prior to issuance of the unsatisfactory evaluation, contractual procedures are followed to ensure that procedural and substantive due process are applied. Part _____, Section ___, on page ___ of the contract identifies the steps that are required by the _____ School District

_____ has been a teacher in the _____ School District since _____, working at _____ and _____ Schools. He/she was evaluated by _____ during the 19__-19__ school year and by _____ during the 19__-19__ school year. Both of his/her supervisors found his/her teaching skills to be below average. During those two separate assignments in two different schools, he/she was unable to obtain and maintain a level of acceptable teaching performance.

_____ is licensed in _____ and holds certification to work in the capacity of a teacher at _____ grade levels in _____ subject area(s).

The following letters are on file in _____'s employee file in the personnel department regarding his/her unsatisfactory teaching performance:

Date	*Principal*	*Summary of Statements Regarding Performance*
•		
•		
•		

The following unsatisfactory evaluations are on file in _____'s employee file in the personnel department warning him/her about unsatisfactory teaching performance:

Date	*Principal*	*Summary of Statements Regarding Performance*
•		
•		
•		

Listed below is a summary of _____'s absenteeism during the past three years:

Year	*Number of Days Absent*	*Total Hours Absent*
19__-19__		
19__-19__		
19__-19__		

On ____ different occasions, _____ filed for workers' compensation related to teaching performance:

Year	*Claim*	*Disposition*
19__-19__		
19__-19__		
19__-19__		

During his/her assignment at _____ School, he/she has

- been absent _____ times for a total of _____ hours

Dates	*Number of Hours*	*Reason*

- been late to work _____ times for a total of _____ hours

Dates	*Number of Hours*	*Reason*

- been charged with the following actions of misconduct related to teaching performance:

Date	*Charge*	*Disposition*

Parents have also called the principal and written letters about the conditions in _____'s classroom.

Contractual Procedures

The teacher evaluation process for the school and school district was made known to all teachers in the school and the process was consistently followed.

—_____ was not singled out, and the same standards were applied to all teachers.

—Observations of _____ included all phases of his/her assignments.

—A continuous and accurately dated file of all observations and evaluations was maintained.

—_____ received written memoranda of concerns specifying the exact nature of the teaching deficiencies.

—_____ received specific suggestions in memoranda of concerns for correcting these teaching deficiencies and how to achieve a satisfactory level of teaching performance.

—_____ was given a reasonable period of time for necessary improvements.

—_____ was informed that failure to achieve an acceptable level of teaching performance by _____ would result in the issuance of an unsatisfactory evaluation.

—Despite the opportunities for self-improvement prior to issuing this unsatisfactory evaluation, _____ did not attain or maintain an acceptable level of teaching performance.

In closing, _____'s overall teaching performance is related to undesirable student behaviors. His/her failure to respond to the efforts that were made to help improve his/her teaching performance and his/her failure to develop a behavior management plan to reduce negative student behavior are justifications for issuing an unsatisfactory teacher evaluation.

At this point, I will review the documentation to support the unsatisfactory evaluation that has been issued to _____.

(NOTE: This opening statement should not be included in the Unsatisfactory Teacher Evaluation Document. It should be read at the beginning of each hearing.)

Sample Document 30
Closing Statement for the Unsatisfactory Evaluation Conference

Unfortunately, _____'s overall teaching performance is related to undesirable student behaviors. His/Her failure to respond to the efforts that were made to help improve his/her teaching performance and his/her failure to develop a behavior management plan to reduce negative student behavior are justifications for issuing an unsatisfactory teacher evaluation.

Therefore I am recommending that _____ be relieved of his/her teaching responsibilities at _____ School and that he/she be terminated from the _____ School District effective at the end of the 19__-19__ school year.

(NOTE: This closing statement should not be included in the Unsatisfactory Teacher Evaluation Document. It should be read at the end of each hearing.)

Sample Document 31
Evaluation Form

TEACHER PERFORMANCE EVALUATION

DATE _____

NAME _____ SUBJECT/GRADES _____

SCHOOL _____ YEAR _____

(NOTE: Use individual district evaluation form and include specific reasons why the teacher failed to meet standards of the profession.)

While he/she has exhibited some positive characteristics, _____ has failed to meet the standards of the profession. It is recommended that he/she not be included in this organization for the next semester. This action is justified because

1.
2.
3.
4.
5.

_____ Principal
Evaluator Title

Sample Document 32
Letter Reminding the Teacher About the Unsatisfactory Evaluation Meeting

Date

Name of Teacher
and School Address

Dear _____:

This letter is to remind you about our meeting, which has been scheduled for _____, 19__, at _____ in my office to discuss the issuance of an unsatisfactory teacher evaluation to you.

If you wish, you may be represented by a bargaining unit representative or anyone of your choice.

Sincerely,

_____
Principal

8 Preparing for the Third-Party Hearing and Bringing Closure

Take care of the means and the end will take care of itself.

Mahatma Gandhi

Suggested Timeline: February-June

Part of your goal in the dismissal process is to maintain a professional demeanor at all times. The message the principal must communicate to the entire school community is that the dismissal process is a professional task and not a personal attack. The principal must resist any temptation to discuss the process with other teachers (particularly teachers in the building where the dismissal process is occurring). An innocent comment repeated out of context can jeopardize the entire process. As a matter of rule, personnel matters should be considered a confidential issue between the administrator and the respective staff member.

Step 7 is one of the most challenging steps in the process because the principal will be presenting his or her case at a third-party hearing where the hearing officer will determine if the documentation substantiates the dismissal. This step continues the due process requirement and provides the teacher with an opportunity to present his or her side of the case. In addition, the principal must continue making formal and informal classroom observations.

During the month of February, the following procedures should occur:

- ❑ Prior to formal observations of teachers receiving intensive assistance, hold a preobservation conference and have the teacher discuss his or her lesson plans and expected outcomes of the lesson you will observe.
- ❑ Continue conducting formal and informal classroom observations.
- ❑ Prepare for presenting the unsatisfactory evaluation documentation at the next level(s).
- ❑ Continue providing teaching tips in the weekly staff bulletin.
- ❑ Maintain contact with the district's personnel department representative and attorney for the school district.

The principal must continue making formal and informal classroom observations and begin preparing evaluations for all other teachers. This step shows that the evaluation process was conducted consistently and that no one teacher was singled out. It also meets the district requirements for teacher evaluations.

During the month of March, the following procedures should occur:

- ❑ Prior to formal observations of teachers receiving intensive assistance, hold a preobservation conference and have the teacher discuss his or her lesson plans and expected outcomes for the lesson you will observe.
- ❑ Continue conducting formal and informal classroom observations and conferences as necessary.
- ❑ Maintain contact with the district's personnel department representative and the attorney for the school district.
- ❑ Begin preparing evaluations for all other teachers.
- ❑ Continue providing teaching tips in the weekly staff bulletin.

The majority of the evaluation process has been finalized for the school year and the principal can begin making preparations for bringing closure to the school year. The total evaluation process includes all staff, and completing year-end activities reinforces that fact.

During the month of April, the following procedures should occur:

- ❑ Continue providing teaching tips in the weekly staff bulletin.
- ❑ Begin preparing for closing the school year.
- ❑ Finalize teacher evaluation documentation.
- ❑ Follow contractual guidelines for informing teachers about their evaluations.

During the final step in the evaluation process, the principal meets with teachers to discuss their evaluations and submits the evaluation forms to

central administration. This step brings closure to the evaluation process for the school year, and preparations for the next year reinforce the fact that the process is cyclical.

During the months of May and June, the following procedures should occur:

- ❑ Meet individually with teachers requesting further clarification of their strengths and recommendations for improvement.
- ❑ Complete the appropriate district forms for all teachers identified for annual evaluations.
- ❑ Photocopy the completed evaluation forms for the school files and then forward the original to the district personnel department.
- ❑ Issue the closing school bulletin.
- ❑ Summarize the strengths and areas of need of the teaching staff as a method for identifying potential buddy teachers and determining staff development needs for the next school year (see Sample Document 33).
- ❑ Review the evaluation process and modify procedures and materials as needed for the next school year.
- ❑ Send a letter to "buddy" teachers thanking them for providing support to new teachers (see Sample Document 34).

Sample Document 33
Chart Summarizing the Strengths and Areas of Need of the Teaching Staff

Summary of Strengths and Areas of Need of Teaching Staff
19__-19__

Staff Member	Classroom Management	Student Motivation	Lesson Planning	Classroom Organization

Sample Document 34
Thank-You Letter to Buddy Teachers
(Place on school letterhead)

Date

Name of Teacher
and School Address

Dear _____:

Thank you for serving as a buddy teacher to a new teacher at _____ School this school year. Sharing your ideas and expertise about teaching has made this a rewarding and successful experience for _____.

Enclosed is a certificate of appreciation for your contributions as a teacher mentor. I hope this certificate will serve as a lasting memento of this experience.

Again, my deepest appreciation for mentoring _____ this school year.

Sincerely,

_____
Principal

RESOURCE

Expectancy Theory and the Teacher Expectancy Analysis Instrument (TEAI)

To examine the motivational level of teachers from an expectancy analysis perspective, it was necessary to have operational measures of expectancy, instrumentality, and valence—the components of Vroom's expectancy theory of motivation (1964). Leake and Leake (in progress) reviewed existing instruments and developed the Teacher Expectancy Analysis Instrument (TEAI), an operational measure of expectancy theory. The instrument consisted of 20 Likert-type response items. In addition, there were supplemental items to acquire demographic data on the respondents. The final content and form of the TEAI reflected input from invited instrument jurors and from the teachers who participated in the pilot test of the instrument. The process of analyzing the data from the pilot test also provided insight for format improvement.

The responses of 1,194 teachers to a 20-item "perceptionnaire," in addition to follow-up interviews and formal discussions, provide the data base for this discussion. During the spring and fall semesters of 1989 and 1990 and the fall semester of 1991, the researchers administered the TEAI to teachers from 34 schools. All but one of the schools were located in or near large metropolitan areas and for all intents and purposes should be characterized as either "urban" or "suburban." In approximately half of the sites, the researchers initiated contact with school officials to conduct the study. In the other cases, school officials (usually a principal or assistant principal) indicated interest in obtaining additional data about their staff. Among these 34 schools, the minority student populations ranged from 2% to 98%. As a means of obtaining qualitative data to supplement the quantitative TEAI format, the researchers randomly selected

and informally interviewed 10% (but not less than 2 teachers) of the study participants at each site in reference to their perceptions and attitudes regarding teaching.

A total of 1,194 TEAI forms were returned from the 4 senior high schools (N = 172), 10 middle schools (N = 402), and 20 elementary schools (N = 620). In all but 3 of the schools, the surveys were personally administered by either one or both of the researchers. For a variety of reasons (e.g., teacher absenteeism, respondent did not follow directions), the number of usable surveys did not reflect the entire faculty at any of the schools. Of the respondents, 53% were male and 47% female; 21% were minority and 79%, nonminority. The data from all of the teachers were pooled to acquire frequency distribution responses by item. The items that measured the respective components "expectancy," "instrumentality," and "valence" were aggregated to create a mean score for each composite. In addition, the aggregate data were analyzed to determine whether gender, race, or school were significantly ($p \geq .05$) related independently or interactively to the individual item responses or to the composite scores of expectancy, instrumentality, or valence.

Teacher Expectancy Analysis Instrument

Please circle the response that most clearly matches what you feel or believe to be true.

1. I feel confident that I am capable of effectively teaching the curriculum in my area(s) of certification.
   Always Usually Sometimes Rarely Never No Opinion
2. I feel confident that I am capable of effectively teaching my students.
   Always Usually Sometimes Rarely Never No Opinion
3. When I give my best, my current students can learn the material I present to them in class.
   Always Usually Sometimes Rarely Never No Opinion
4. When I give my best, my students perceive me as a "good" teacher.
   Always Usually Sometimes Rarely Never No Opinion
5. It is important to me that my students perceive me as a "good" teacher.
   Always Usually Sometimes Rarely Never No Opinion
6. When I give my best, my students are more cooperative and/or responsive in class.
   Always Usually Sometimes Rarely Never No Opinion

7. It is important to me that my students are more cooperative and/or responsive in class.
   Always Usually Sometimes Rarely Never No Opinion
8. I praise and/or otherwise clearly let my students know that I am pleased when they are successful, cooperative, and/or responsive in class.
   Always Usually Sometimes Rarely Never No Opinion
9. When I give my best, my teaching colleagues perceive me as a "good" teacher.
   Always Usually Sometimes Rarely Never No Opinion
10. It is important to me that my colleagues perceive me as a "good" teacher.
    Always Usually Sometimes Rarely Never No Opinion
11. My teaching colleagues give me praise and/or are supportive when I do a good job.
    Always Usually Sometimes Rarely Never No Opinion
12. It is important to me that I receive praise and/or support from my colleagues when I do a good job.
    Always Usually Sometimes Rarely Never No Opinion
13. I give praise and/or support to my colleagues when I perceive that they are doing a good job.
    Always Usually Sometimes Rarely Never No Opinion
14. When I give my best, the building administrators perceive me as a "good" teacher.
    Always Usually Sometimes Rarely Never No Opinion
15. Aside from employment decisions, it is important to me that my building administrators perceive me as a "good" teacher.
    Always Usually Sometimes Rarely Never No Opinion
16. My building administrators give me praise and/or are supportive when I do a good job.
    Always Usually Sometimes Rarely Never No Opinion
17. It is important to me that I receive praise and/or support from my building administrators.
    Always Usually Sometimes Rarely Never No Opinion
18. I give the building administrators praise and/or support when I perceive them as doing a good job.
    Always Usually Sometimes Rarely Never No Opinion

19. When I give my best, the parents of my students perceive me as a "good" teacher.

Always Usually Sometimes Rarely Never No Opinion

20. It is important to me that I am perceived as a "good" teacher by the parents of my students.

Always Usually Sometimes Rarely Never No Opinion

For technical assistance regarding scoring and/or related training, please contact:

Dr. Brenda Leake
Department of Curriculum and Instruction
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 229-6659 or 229-4995
Fax (414) 229-4666

Dr. Donald Leake
Department of Administrative Leadership
University of Wisconsin-Milwaukee
P.O. Box 413
Milwaukee, WI 53201
(414) 229-6659 or 229-4995
Fax (414) 229-4666

By generating a frequency distribution (how many teachers responded to a particular item in a similar manner), the principal can determine whether a pattern exists among teachers regarding their perceptions of the professional work environment. We suggest that the principal and his or her administrative team also complete the TEAI. Is there a discrepancy in perception between the responses of the administrative team and those of the teachers? The principal should generate a discrepancy analysis of the items in the TEAI. That is, does a discrepancy or gap exist between the teachers' and principal's (and/or the administrative team's) perceptions of the professional work environment as indicated by the responses to the items in the TEAI. The principal should also consider expanding the data base to include an instrument that measures school climate and a professional development needs assessment. An excellent example of the former is the School Assessment Survey developed by Research for Better Schools, Inc., in Philadelphia, Pennsylvania. A sample of a professional development needs assessment is included in Resource B.

By systematically developing a data base that drives his or her decisions, the principal can include the teachers in the decision-making process. Infor-

mation gathered from the entire staff provides the principal with a rich data base that he or she can use to make informed decisions. With a substantial data base, the principal should feel comfortable establishing the teacher evaluation procedures and dismissal processes discussed in the chapters in this book.

RESOURCE

Elementary School Professional Development Needs Assessment

On the following pages, a number of statements about professional development workshops are presented. Our purpose is to gather information regarding the actual attitudes of _____ staff concerning these statements.

You will recognize that the statements are of such a nature that there are no correct or incorrect answers. We are interested only in your frank opinion and professional suggestions.

Your responses will remain confidential, and your cooperation is greatly appreciated.

1. Following are nine potential workshop topics. Please use the following scale to indicate your probable interest in each of the workshop topics:

   1 = I would definitely be interested in attending.
   2 = I would probably be interested in attending.
   3 = I may or may not be interested in attending.
   4 = I would not want to attend.

a. Cooperative Learning	1	2	3	4
b. QUEST	1	2	3	4
c. Professional Team Building	1	2	3	4
d. Thematic/Interdisciplinary Teaching	1	2	3	4

e. Teaching Higher Order Thinking Skills	1	2	3	4
f. Writing to Learn	1	2	3	4
g. Learning Styles	1	2	3	4
h. Pre- and Early Adolescent Students	1	2	3	4
i. Culturally Diverse Students	1	2	3	4

2. Thinking about the current and next school year, please identify any *two* additional workshop topic(s) that you believe might interest and benefit you as a member of the _____ staff.

   a. _____
   b. _____
   c. _____
   d. _____

3. Assuming the workshop lasts approximately 1-3 hours, write the letter "M" next to the time slot you find *most* preferable. Write the letter "L" next to the time slots you find *least* preferable.

   ___ a. Weekday morning (first 1-3 hours of the school day)
   ___ b. Weekday afternoon (1-3 hours following lunch/noon)
   ___ c. Weekday after school (1-3 hours right after dismissal)
   ___ d. Weekday evening (5:00-7:00 p.m. starting time)
   ___ e. Weekends (Saturday mornings or afternoons)

4. Would you most prefer to attend (please indicate only one):

   ___ a. Several related sessions of 1 hour each spread out over several months?
   ___ b. One half-day session approximately 3 hours?
   ___ c. One full-day session approximately 6 hours?

5. Would you most prefer to attend workshops (please indicate only one):

   ___ a. Including staff from other schools in our district?
   ___ b. Including staff from neighboring districts?
   ___ c. Limited to _____ staff only?

6. Which of the following workshop formats would you most prefer? Put an "M" next to the *two* you would *most* like to attend; put an "L" next to the *one* you would *least* like to attend.

   _____ Individual or panel responding to questions previously submitted by workshop participants

_____ Panel of "resource persons" offering a "point" and "counterpoint" on a designated topic

_____ Individual or panel presentation with supplemental participatory portions of group discussions/activities

_____ Individual or panel giving "mini" lectures (15-20 minutes each) with a designated question-answer period

_____ Lecture (small group of 10-15) with a designated question-answer period

_____ Lecture (large group of 30 or more) with a designated question-answer period

7. Having received basic information about a particular workshop (i.e., title, presenter, and a brief summary), how would each of the following affect your decision to attend? Please use the following scale to respond:

1 = I would definitely attend.
2 = I would probably attend.
3 = I may or may not attend.
4 = I would not attend.

a. One of your colleagues called to personally invite you	1	2	3	4
b. One of the building administrators called to personally encourage you to attend	1	2	3	4
c. You received a short article or paper related to the topic	1	2	3	4
d. The workshop is scheduled around a meal (at your expense)	1	2	3	4
e. The workshop is scheduled around a meal (at the expense of someone else)	1	2	3	4
f. University credit is offered	1	2	3	4
g. Continuing education units are offered	1	2	3	4
h. The site of the workshop is away from the traditional school or university setting (i.e., hotel suite, banquet room, etc.)	1	2	3	4
i. Driving distance from _____ is 30 minutes or less	1	2	3	4
j. Childcare is provided for children of workshop participants	1	2	3	4

8. If a 1-week summer institute for _____ staff were offered, how would each of the following affect your decision to attend? Please use the following scale to respond:

   1 = I would definitely attend.
   2 = I would probably attend.
   3 = I may or may not attend.
   4 = I would not attend.

a. University credit is offered	1	2	3	4
b. A session on at least one of the major themes listed in Item 2 is offered	1	2	3	4
c. Continuing education units are offered	1	2	3	4
d. The site of the institute is away from traditional school or university setting (i.e., state park, hotel suite, etc.)	1	2	3	4
e. Driving distance from your home is 30 minutes or less	1	2	3	4
f. Social activities with other participants are offered	1	2	3	4
g. Childcare is available for the children of institute participants	1	2	3	4

9. Please rank how each of the following *seven* factors influences your curricular decisions, with "1" having the greatest influence and "7" having the least influence on your curricular decisions.

   _____Teacher's manual
   _____District/state guidelines
   _____Personal judgment
   _____Other teachers in the same grade level at _____
   _____Student interests
   _____Developmental needs of early adolescents
   _____Professional development (i.e., university courses, workshops)

10. With regard to the power/authority that you have to make appropriate curricular decisions, do you feel that you have:

    a. A great deal of power/authority to make changes
    b. Some power/authority but not as much as most other teachers
    c. Very little power/authority to make curricular changes
    d. Virtually no power/authority to make curricular changes

General Information: This information will be used solely to help us analyze the responses for patterns. This information will *not* be used for any identification purposes.

1. Gender:

   ___a. Male
   ___b. Female

2. Race/Ethnicity:

   ___a. African American or Black
   ___b. Latino or Hispanic American
   ___c. White (non-Hispanic)
   ___d. Other (please indicate):

3. Years of experience at _____ _____
(If this is your first year, please indicate with "0")

4. *Total* years of experience ____
(If this is your first year, please indicate with "0")

RESOURCE

Key Phrases to Substantiate Unsatisfactory Performance

To provide evidence that will support an unsatisfactory evaluation of a teacher, the principal must use classroom observations and teaching performance rating forms. From that documentation, statements for the conferences are developed. Listed below are statements and phrases that can be used in describing the unsatisfactory teaching performance of a teacher:

- Unsatisfactory performance evaluation was based on the failure to create an appropriate classroom atmosphere to develop the students' interest in and an attitude for learning
- Continuing pattern of unacceptable teaching practices
- Negative impact upon students
- Failure to maintain classroom control
- Inability to maintain classroom control
- Inability to instruct and motivate students properly
- Failure to maintain classroom order by allowing students to randomly leave their desks without permission
- Failure to maintain classroom order by allowing students to place their feet on their desks
- Failure to create an appropriate classroom atmosphere
- Failure to effectively develop and carry out lesson plans
- Failure to follow suggestions for remediation of ineffective teaching techniques

- Continuing pattern of unacceptable teaching practices
- Failure to respond to efforts made to assist the teacher to improve his or her teaching performance
- Failure to develop a behavioral management plan to reduce negative student behaviors
- Lack of an effective student behavioral management plan
- Inability to obtain and maintain a level of acceptable teaching performance
- Has not achieved the acceptable level of teaching performance
- Was given a reasonable period of time for necessary improvement
- Was provided with recommendations and assistance to correct deficiencies in teaching performance

RESOURCE

D Calendar With Suggested Timeline of Actions

The following calendar provides a visual representation of the steps in the dismissal process outlined in this guide.

AUGUST					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3	Send a welcome letter to all staff members assigned to the building.	Assign a "buddy" teacher to each new teacher and identify the "buddy" teacher in the new teacher's welcome letter.			Provide orientation for "buddy" teachers assigned to assist new teachers.
4	Provide orientation for all new teachers.	Provide orientation for all staff members highlighting philosophy, goals, expectations, and procedures (school/teacher handbook).		Review contractual language, district policies, state statutes, and federal law regarding teacher evaluation and dismissal.	
5					

SEPTEMBER					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1			Provide a written explanation of the evaluation process with samples of evaluation instruments that will be used to evaluate the teaching staff.		
2		Begin informal observations and continue conducting observations throughout the month. Maintain the summary of informal classroom observations.	Prepare individual teacher files for parent complaints, samples of assignments given to students, notes from the teacher regarding discipline problems, letters from the teacher to parents, pending suspensions, and other data.	During classroom visits, collect samples of assignments that teachers give to students and keep them in individual teacher files.	As they occur, inform the teacher about parent complaints.
3	Provide teaching tips in the weekly staff bulletin. Discuss classroom management and other effective teaching strategies at a staff meeting.		If the quality of work samples and/or if classroom management are poor, write a memorandum of concerns to the teacher and offer suggestions for improvement.	Prepare individualized letters to teachers identifying the principal as the evaluator and a roster for teachers to initial showing receipt of the letter.	Hand deliver the evaluator identification letter to each teacher and have teachers initial receipt of their letters.
4	Provide teaching tips in the weekly staff bulletin.	Conduct informal classroom observations.		Refer the teacher to appropriate sections in the teacher/school handbook.	
5	Provide teaching tips in the weekly staff bulletin.		Hold grade level, subject area, and committee meetings for all teachers throughout the month.		

OCTOBER					
	Day				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1					Conduct formal observations, provide feedback listing areas of weakness and recommendatio ns for improvement, and give a reasonable amount of time for improvement.
2	Continue conducting daily classroom obser- vations of all teachers.	Conduct formal observations, provide feed- back listing areas of weak- ness and recom- mendations for improvement, and give a reasonable amount of time for improvement.	Following the ob- servation, write a memorandum of concerns listing suggestions for improvement and hold a meeting to discuss the concerns.	Provide an oppor- tunity for the teacher to observe another teacher in the same school.	Continue col- lecting items for individual teacher files in- cluding parent complaints, dis- cipline referrals, and work samples.
3	Provide teaching tips in the weekly staff bulletin.	Provide an op- portunity for the teacher to shadow a suc- cessful teacher in another school for the entire day.	Conduct formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for improvement.	Provide the teacher with a videotape showing successful classroom man- agement strate- gies and instructional techniques.	Provide an oppor- tunity for a teacher from an- other school to work for a day in the teacher's classroom.
4	Provide teaching tips in the weekly staff bulletin.	Refer the teacher to appropriate sections in the teacher/school handbook.	Provide oppor- tunities for the teacher to attend workshops con- ducted by the school district.	Conduct formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for improvement.	Offer the teacher articles with sug- gestions for improvement

OCTOBER					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
5	Provide teaching tips in the weekly staff bulletin.	Prepare an unsatisfactory evaluation binder with a cover page, table of contents, and a divider for each section.	If the teacher does not improve, issue a letter summarizing the postobservation conference. Send a potential unsatisfactory evaluation update letter to your supervisor.	If the teacher is improving, note the fact on the evaluation form but reemphasize the suggestions for improvement.	Check pertinent historical information about the teacher's background in the school district.

NOVEMBER					
	Day				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Conduct formal observations, provide feedback listing areas of weakness and recommend-ations for im-provement, and give a reasonable amount of time for improvement.	Examine the teacher con-vention booklet to identify work-shops to recom-mend for the teacher to attend.			
2	Provide oppor-tunities for the teacher to attend workshops con-ducted by the school district.	Continue con-ducting daily classroom observations of all teachers. Continue col-lecting items for individual teacher files.	Provide the teacher with videotapes showing successful class-room manage-ment strategies and instructional techniques.	Conduct formal observations, provide feedback listing areas of weakness and recommend-ations for improvement, and give a reasonable amount of time for improvement.	Send a letter to the teacher re-viewing assist-ance provided.
3	Provide teaching tips in the weekly staff bulletin.	Offer the teacher articles with sug-gestions for improvement.	Videotape/ audiotape the teacher's class and then meet to discuss specific observations.	Following the observation, write a memorandum of concerns listing sugges-tions for improvement and hold a meeting to discuss the concerns.	Conduct formal observations, provide feedback listing areas of weakness and recommendations for improve-ment, and give a reasonable amount of time for improvement.
4	Provide teaching tips in the weekly staff bulletin.	Issue a letter summarizing the postobser-vation confer-ence. Send a potential unsatisfactory evaluation update letter to your supervisor.	Maintain contact with the district's personnel department representative and attorney.		

DECEMBER					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1			Conduct formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for improvement.	Following the observation, write a memorandum of concerns listing suggestions for improvement and hold a meeting to discuss the concerns.	Continue conducting daily classroom observations of all teachers. Provide an opportunity for the teacher to visit a classroom in the same school.
2	Provide teaching tips in the weekly staff bulletin.	Provide the teacher with a list of articles on needed areas of improvement.	Provide the teacher with videotapes showing successful classroom management strategies and instructional techniques.	Conduct formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for improvement.	Continue collecting items for individual teacher files.
3	Conduct formal observations, provide feedback listing areas of weakness and recommendations for improvement, and give a reasonable amount of time for improvement.	Issue a letter summarizing the postobservation conference. Send a potential unsatisfactory evaluation update letter to your supervisor.	Provide opportunities for the teacher to attend workshops conducted by the school district.	Maintain contact with the district's personnel department representative and attorney.	Issue the letter stating the possibility of issuing an unsatisfactory evaluation if the teacher's performance does not improve.
4	Provide teaching tips in the weekly staff bulletin.				

JANUARY					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2	Provide teaching tips in the weekly staff bulletin. Continue conducting formal and informal classroom observations.	Maintain contact with the district's personnel department representative and attorney.	Meet with your supervisor to discuss the unsatisfactory evaluation documentation and write the unsatisfactory evaluation using the established form.	Prepare the opening and closing statements for the unsatisfactory evaluation conference proceedings.	Review the unsatisfactory evaluation binder to ensure that all appropriate documentation is included.
3	Provide teaching tips in the weekly staff bulletin and review the schoolwide discipline plan.	Prepare copies of the unsatisfactory evaluation binder (1 for the teacher, 1 for the teacher's representative, 1 for the school district representative, and 1 for the principal).			Issue the letter stating the intent to issue an unsatisfactory evaluation in the afternoon and send a copy to the teacher's bargaining unit.
4	Provide teaching tips in the weekly staff bulletin. Issue the unsatisfactory evaluation.	Send a letter to the teacher scheduling the date, time, and location of the unsatisfactory evaluation conference.	Prepare for the conference and cross-examination. Be knowledgeable of questions that might be asked by the teacher's legal adviser.	Conduct the unsatisfactory evaluation meeting.	
5	Provide teaching tips in the weekly staff bulletin.		Send the unsatisfactory evaluation form to the district's personnel department.		

FEBRUARY					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1		Continue conducting formal and informal classroom observations.	Prepare for presenting the unsatisfactory evaluation documentation at the next level(s).		
2	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			
3	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.		Maintain contact with the district's personnel department representative and attorney.	
4	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			
5	Provide teaching tips in the weekly staff bulletin.				

MARCH					
	Day				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1		Continue conducting formal and informal classroom observations.		Maintain contact with the district's personnel department representative and attorney.	
2	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.	Begin preparing evaluations for all other staff members.		
3	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.		Maintain contact with the district's personnel department representative and attorney.	
4	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			
5	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			

APRIL					
Week	Day				
	Monday	Tuesday	Wednesday	Thursday	Friday
1				Continue conducting formal and informal classroom observations.	
2	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			
3	Provide teaching tips in the weekly staff bulletin.	Begin preparing for closing the school year.	Continue conducting formal and informal classroom observations.		
4	Provide teaching tips in the weekly staff bulletin.	Finalize teacher evaluation documentation.	Continue conducting formal and informal classroom observations.		
5	Provide teaching tips to minimize classroom discipline problems during the spring.	Continue conducting formal and informal classroom observations.			

MAY					
	Day				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Provide teaching tips in the weekly staff bulletin.	Continue conducting formal and informal classroom observations.			
2	Meet individually with teachers requesting further clarification of their strengths and recommendations for improvement.	Continue conducting formal and informal classroom observations.			
3	Complete teacher evaluation conferences.	Continue conducting formal and informal classroom observations.	Summarize the strengths and areas of need of the teaching staff to identify potential "buddy" teachers and determine staff development needs.	Review the evaluation process and modify procedures and materials as needed for the next school year.	
4	Issue the closing school bulletin.	Continue conducting formal and informal classroom observations.	Send letters to the "buddy" teachers thanking them for providing support to new teachers.		
5	Highlight points in the closing bulletin.	Continue conducting formal and informal classroom observations.			

JUNE					
	Day				
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1			Continue conducting formal and informal classroom observations.		
2	Continue conducting formal and informal classroom observations.				
3					
4					
5					

RESOURCE

Sample Unsatisfactory Teacher Evaluation Documentation

The sample unsatisfactory teacher evaluation documentation is provided to show the proposed organizational structure of the binder that the principal must prepare to present the various forms and letters to substantiate the recommendation for dismissal. Any similarity to actual persons is purely coincidental.

SAMPLE

UNSATISFACTORY TEACHER EVALUATION DOCUMENTATION

for

WILLIAM ANTHONY

SUBMITTED BY

DR. LEMMIE WADE, PRINCIPAL

KENNEDY ELEMENTARY SCHOOL

JANUARY 20, 19xx

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   A. Letter Identifying the Teacher's Evaluator
   B. School Roster for Teacher Initials Acknowledging Receipt of Evaluation Letter

II. Observation/Evaluation Procedures for the School
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OPENING STATEMENT
FOR THE UNSATISFACTORY EVALUATION CONFERENCE
FOR WILLIAM ANTHONY

An unsatisfactory evaluation is issued when a teacher fails to respond to the efforts that were made to help improve his/her teaching performance and his/her failure to develop a behavioral management plan to reduce negative student behaviors. When this occurs, teaching performance and a lack of an effective student behavioral management plan have a negative impact on students.

Prior to issuance of the unsatisfactory evaluation, contractual procedure steps are followed to ensure that procedural and substantive due process are applied. Part III, Section 2, on page 16 of the contract identifies the steps that are required by ABC School District.

William Anthony has been a teacher in the ABC School District since 19xx working at King Elementary and Springdale Elementary Schools. He was evaluated by Mrs. Adele Simon during the 19xx-19xx school year and by Mr. Victor Harris during the 19xx-19xx and 19xx-19xx school years. Both of his supervisors found his teaching skills to be below average. During those two separate assignments in different schools, he was unable to obtain and maintain a level of acceptable teaching performance.

Mr. Anthony is licensed in elementary education and holds certification to work in the capacity of a teacher at 3 through 6 grade levels in all subject areas.

The following letters are on file in Mr. William Anthony's employee file in the Personnel Department warning him about unsatisfactory teaching performance:

Date	*Principal*	*Summary of Statements Regarding Performance*
19xx-19xx	Ms. Adele Simon	To be completed
19xx-19xx	Mr. Victor Harris	To be completed

The following unsatisfactory evaluation is on file in Mr. William Anthony's employee file in the Personnel Department warning him about unsatisfactory teaching performance:

Date	*Principal*	*Summary of Statements Regarding Performance*
19xx-19xx	Mr. Victor Harris	To be completed

Listed below is a summary of Mr. William Anthony's absenteeism during the past three years:

Year	*Number of Days Absent*	*Total Hours Absent*
19xx-19xx	25	195.5
19xx-19xx	12	93.0
19xx-19xx	10	139.0

On two different occasions, Mr. Anthony filed for workers' compensation related to teaching performance.

Year	*Claim*	*Disposition*
19xx-19xx	Back injury caused by an attempt to break up a student fight.	Not approved
19xx-19xx	Stress caused by numerous observations by the principal.	Not approved

During his assignment at Kennedy Elementary School, he has

- been absent 10 times for a total of 79 hours

Dates	*Number of Hours*	*Reason*
9/9/xx	8	Illness
9/23/xx	8	Court appearance
9/24/xx	8	Illness
10/9/xx	8	Illness
10/12/xx	8	Illness
10/30/xx	7	Illness
11/16/xx	8	Family emergency
12/10/xx	8	Illness
12/11/xx	8	Illness
1/8/xx	8	Illness

- been late to work 9 times for a total of 5.7 hours

Dates	*Number of Hours*	*Reason*
9/4/xx	.5	Car trouble
9/22/xx	.5	Overslept
10/15/xx	.5	Overslept
10/19/xx	.5	Traffic on expressway
11/2/xx	1.5	Personal errand
11/3/xx	.1	Flat tire
11/23/xx	.1	Overslept
12/7/xx	1.5	Car trouble
1/13/xx	.5	Could not find car keys

- been charged with the following actions of misconduct related to teaching performance:

Date	*Charge*	*Disposition*
10/5/xx	Leaving students unsupervised	Verbal warning
10/20/xx	Use of undue force on a student	Written reprimand
11/4/xx	Failure to report to playground duty	Letter in the central administration file
12/3/xx	Use of undue physical force to detain a student	Three-day suspension without pay

Parents have called the principal and have written letters about the conditions in Mr. Anthony's classroom.

Contractual Procedures

The teacher evaluation process for the school and school district was made known to all teachers in the school and the process was consistently followed.

—Mr. Anthony was not singled out, and the same standards were applied to all teachers.
—Observations of Mr. Anthony included all phases of his assignments.
—A continuous and accurately dated file of all observations and evaluations was maintained.
—Mr. Anthony received written memoranda of concerns specifying the exact nature of the teaching deficiencies.
—Mr. Anthony received specific suggestions in each memorandum of concerns for correcting these teaching deficiencies and for ways to achieve a satisfactory level of teaching performance.
—Mr. Anthony was given a reasonable period of time for necessary improvements.
—Mr. Anthony was informed that failure to achieve an acceptable level of performance by January 14, 19xx, would result in the issuance of an unsatisfactory evaluation.

Despite the opportunities for self-improvement prior to the issuance of this unsatisfactory evaluation, Mr. Anthony has not achieved an acceptable level of teaching performance.

In closing, Mr. William Anthony's overall teaching performance is related to undesirable student behaviors. His failure to respond to the efforts that were made to help improve his teaching performance and his failure to develop a behavior management plan to reduce negative student behavior are justifications for issuing an unsatisfactory teacher evaluation.

At this point, I will review the documentation to support the unsatisfactory evaluation that has been issued to Mr. Anthony.

(NOTE: This opening statement should not be included in the Unsatisfactory Teacher Evaluation Document. It should be read at the beginning of each hearing.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

September 17, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The primary purpose of the performance evaluation is to improve teaching performance and promote professional growth. This is consistent with the contract between the ABC Board of School Directors and the ABC Teachers Education Association (ATEA). The evaluation procedures for this school year will assure that a cooperative plan is established by the teacher and the evaluator.

Teacher evaluations are a necessary part of educational administration. They should be viewed by teachers as a learning experience, as a way for both the teacher and the administrator to grow in understanding and knowledge.

Teacher strengths will be discussed so that they can enhance the learning environment and be developed further. Teacher weaknesses will be identified so that appropriate methods can be devised to reduce or alleviate them.

Part III, Section A, of the master teachers' contract states that the evaluator must be made known to the teacher by name and title. Accordingly, you are informed that your performance evaluation during the 19xx-19xx school year shall be conducted by me with possible collaboration with other administrative and supervisory staff assigned to Kennedy Elementary School. In the event that someone else must serve in my capacity, the evaluation will be conducted by that person.

If you have any questions or concerns regarding this matter, please contact me.

Sincerely,

Lemmie Wade, Ph.D.
Principal

KENNEDY ELEMENTARY SCHOOL
STAFF ROSTER
SEPTEMBER 17, 19xx

INITIAL	NAME
_____	Adams, Hilda
_____	Anthony, William
_____	Barnett, Michelle
_____	Craine, Diane
_____	Dailey, Dawna
_____	Elliott, Lucia
_____	Haggerty, Faye
_____	Hall, Rachel
_____	Hernandez, Rosa
_____	Huebner, Shelly
_____	Larson, Scott
_____	Maas-Carns, Camille
_____	Margis, Cindy
_____	McNeal, Donald
_____	Najam, Sara
_____	O'Donnell, Marlene
_____	Patterson, Gary
_____	Thomas, Stewart
_____	Williams, Darren
_____	Zwicke, Gail

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL
1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

September 1, 19xx

Dear Staff:

Three different approaches will be used to evaluate teachers this school year. Informal, formal, and year-end teacher observations/evaluations will be used. The following procedures will be used for conducting observations/evaluations:

1. Informal Observations/Evaluations (Formative)

Informal observations/evaluations will consist of short classroom observations/evaluations. An observation checklist will be used to give teachers immediate feedback on their performance. Teachers should expect more than three informal observations.

2. Formal Evaluations (Formative)

Formal evaluations will be conducted for teachers scheduled for a mandated evaluation. A formal evaluation may be used for nonscheduled teacher evaluations.

A formal evaluation will last for the duration of the class period or at least 30 minutes. Teachers scheduled for a formal evaluation are to schedule two preobservation conferences and two postobservation conferences.

During the preobservation conference, teachers are to explain their lesson plans and the methodology they plan to use. The planning conference should take about 15 minutes. Teachers will receive an observation/evaluation. Teachers are to complete Parts A-D of this checklist before the postobservation conference. Teachers are to indicate the column that best describes their teaching.

Within two days after the formal evaluation, a postobservation conference should be held. During this conference, strengths, weaknesses, and suggestions for improvement, if necessary, will be discussed.

3. Year-End Evaluation (Summative)

This is the final observation/evaluation conference. This conference will be held during the months of April and May. A written statement will be placed on the official district evaluation form.

Attached are copies of evaluation instruments that will be used to evaluate effective teaching strategies and practices this school year. If you have any questions, please see me.

Sincerely,

Lemmie Wade, Ph.D.
Principal

KENNEDY ELEMENTARY SCHOOL
INFORMAL OBSERVATION FORM

Date _____ Time of Day _____ Class Period _____

Teacher _____ Subject/Grade _____

Total Students Assigned to Class/in Class____/____ Evaluation Number_____

Scale: 1 outstanding 3 average 5 unsatisfactory
2 above average 4 fair NA not applicable

(NOTE: Insert criteria established by the school district.)

Criteria	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						

Comments _____
_____

If you wish to discuss this observation/evaluation checklist with me, please see my secretary to schedule an appointment.

Principal _____

KENNEDY ELEMENTARY SCHOOL
FORMAL OBSERVATION FORM

Date _____ Time of Day _____ Class Period _____
Teacher _____ Subject/Grade _____
Evaluation Number _____

Scale: 1 outstanding 3 average 5 unsatisfactory
2 above average 4 fair NA not applicable

(NOTE: Insert specific criteria under general categories based on district standards.)

A. PLANNING/INSTRUCTIONAL STRATEGIES USED	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

Comments _____

B.UNDERSTANDING THE CURRICULUM	1	2	3	4	5	NA
1. Presents interesting lessons						
2. Presents accurate and up-to-date information						
3. Presents lessons knowledgeably and confidently						

Comments _____

C. ASSESSMENT OF INSTRUCTIONAL PLAN	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

Comments _____

_____

D. CLASSROOM MANAGEMENT	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments _____

_____

E. CLASSROOM ENVIRONMENT	1	2	3	4	5	NA
1.						
2.						
3.						

Comments _____

_____

F. SCHOOLWIDE INVOLVEMENT	1	2	3	4	5	NA
List your involvement supporting school activities						

1. _____

2. _____

3. _____

Comments _____

_____

_____

G. PROFESSIONAL DEVELOPMENT	1	2	3	4	5	NA
List your involvement in staff development activities						

1. _____

2. _____

3. _____

Comments _____

_____

_____

_____ Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

August 16, 19xx

Dear Staff:

I hope you are having a restful and pleasant summer vacation. The 19xx-19xx school year will present new challenges to all of us—new students, new teachers, new courses, and new materials.

This school year will provide an opportunity for us to develop new classroom management techniques and teaching strategies and to implement our creative ideas. As always, we will continue to work together as a family to make our school the best in the ABC School District.

I look forward to working with you this school year with a great deal of enthusiasm to meet the greater challenges ahead in educating our children—our most precious resource.

Again, welcome back! This will be the best year ever at Kennedy Elementary School.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

August 17, 19xx

Mr. William Anthony
4815 West Second Street
Crescent Ridge, California 70798

Dear Mr. Anthony:

I would like to take this opportunity to welcome you to Kennedy Elementary School. I want to make this an educationally rewarding and successful school year for you. This will be the best year ever for staff and students at Kennedy Elementary School.

The beginning of the school year is a busy time for all of us. To help you adjust to your new school, I have assigned Mr. Scott Larson in Room 106 to serve as your buddy teacher to answer questions you may have about the school and to assist you throughout the school year. In addition to your buddy teacher, I am also here to assist you in any way possible to make this a successful school year. Please feel free to contact me to discuss any concerns you may have about Kennedy Elementary School.

Again, welcome to Kennedy Elementary School. I am happy to have you join our staff, and I look forward to observing the exciting learning activities in your classroom.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 7, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Because it is important for you to improve your teaching performance, especially classroom management, I would like you to visit Mr. Scott Larson's classroom to observe:

- classroom management procedures
- instructional techniques in small and large group instruction

Arrangements have been made for a substitute to teach your class on Monday, October 11, 19xx, from 9:30 to 11:00 a.m.

Again, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

December 3, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Because I want to continue assisting you to help you improve your teaching performance, I would like you to visit Mr. Scott Larson's classroom to observe:

- reading groups
- teacher/student interactions

Arrangements have been made for a substitute to teach your class on Monday, December 13, 19xx, from 10:00 to 11:30 a.m.

Again, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 12, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

As we have discussed earlier, opportunities are available for teachers to observe classes in other schools in our district. Therefore I have made arrangements for you to spend a day at Redwood Elementary School, which is located at 8439 West Redwood Drive.

You are to report to Mrs. Helen Brown, principal at Redwood School, on Tuesday, October 19, 19xx. You will spend the entire day in the 5th grade classroom of Mr. David Riley. Mr. Riley is an experienced teacher with good classroom management skills and instructional techniques. If you find this to be a worthwhile experience, I can also arrange to have Mr. Riley visit your classroom too.

Again, I stand ready to assist you to make this a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 15, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

I was pleased that your visit to Redwood Elementary School was a worthwhile professional development experience. Because I want to continue assisting you in improving your teaching performance, arrangements have been made for Mr. David Riley, a 5th grade teacher from Redwood Elementary School, to spend the entire school day in your classroom on Monday, October 25, 19xx. During that time, Mr. Riley will work with you in the following areas:

- classroom management
- reading instruction
- general organization

Again, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL
1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

September 23, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The Kennedy Elementary School Teachers' Handbook is designed to provide information to clarify rules and procedures to ensure the smooth operation of the school. Please review the following sections:

Topic	*Pages*
Student Discipline	9-10
Lesson Plans	11
Schoolwide Rules and Consequences	33
Homework Policy	45
Pacing for Reading Instruction	51

I stand ready to assist you in making this a successful school year.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the pages cited in the handbook when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

October 19, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The Kennedy Elementary School Teachers' Handbook is designed to provide information to clarify rules and procedures to ensure the smooth operation of the school. Please review the following sections:

Topic	*Pages*
Report Cards	16
Parent Complaints	22
Communication Strategies for Parent Teacher Conferences	46

I stand ready to assist you in making this a successful school year.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the pages cited in the handbook when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 20, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The ABC School District Staff Development Bulletin, Fall 19xx, lists several in-service classes that should be beneficial in improving your classroom teaching performance. I recommend that you enroll in the following classes:

- Classroom Management
- Teaching Reading in the Intermediate Grades
- Cooperative Learning

As always, I stand ready to assist you in making this a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the pages from the bulletin when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

December 15, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The ABC School District Staff Development Bulletin, Spring 19xx, lists several in-service classes that would be beneficial in improving your classroom teaching performance. I recommend that you enroll in the following classes:

- Reading in the Content Areas
- Assertive Discipline
- Survival Skills for the Classroom Teacher

As always, I stand ready to assist you in making this a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the pages from the bulletin when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

November 2, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

The ABC Teachers' Convention is scheduled to be held from November 4 to 5, 19xx, at the Metropolitan Convention Center.

The convention booklet lists several workshops that should assist you in improving your teaching performance. I recommend that you attend the following workshops:

Title	*Date*	*Time*	*Room*
Conflict Resolution	11/4/xx	9:30 a.m.	Renaissance
Classroom Management	11/4/xx	11:00 a.m.	Van Gogh
New Instructional Strategies	11/4/xx	2:30 p.m.	Rembrandt
Cooperative Learning	11/5/xx	9:30 a.m.	Van Gogh
Multicultural Awareness	11/5/xx	11:00 a.m.	Renaissance
Assertive Discipline	11/5/xx	2:30 p.m.	Van Gogh

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 14, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Although you were given several suggestions to improve your teaching performance, I am also providing you a copy of the videotape series, "A Proactive Approach to Positive Classroom Management," which shows successful classroom management techniques. I would like for you to review these tapes and then meet with me to discuss the incorporation of these techniques into your classroom management.

As always, I am providing these tapes as a way of assisting you in improving your teaching.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

November 10, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

I am providing you a copy of the following videotapes, which show successful classroom management techniques:

- "Increasing Student Achievement Through Cooperative Learning"
- "Creating an Atmosphere for Positive Student Interaction"

I would like for you to review these tapes and then meet with me to discuss the incorporation of these techniques in your classroom.

As always, I am providing these tapes as a way of assisting you in improving your teaching.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

December 8, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

I am providing you a copy of the following videotape, which shows successful classroom management techniques:

- "Structuring the Classroom Environment for Large Group, Small Group, and Individualized Instruction"

I would like for you to review this tape and then meet with me to discuss the incorporation of these techniques in your classroom.

As always, I am providing this tape as a way of assisting you in improving your teaching.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

October 22, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Attached you will find copies of the following articles, which should help you improve your classroom management and teaching techniques:

1. "Proactive Classroom Strategies for the Urban School Setting"
2. "Basics of Classroom Management"

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the articles when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

November 16, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Attached you will find copies of the following articles, which should help you improve your classroom management and teaching techniques:

1. "Creating a Positive Classroom Learning Experience"
2. "How to Prepare an Effective Reading Lesson"
3. "Discipline—A Step-by-Step Guide for Elementary School Teachers"

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the articles when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

December 7, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Attached you will find copies of the following articles, which should help you improve your classroom management and teaching techniques:

1. "A Word of Caution on the Use of Reward Systems in the Classroom"
2. "Manipulatives and Mathematics"
3. "Essentials of Lesson Plan Design"

As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

Enclosures

(NOTE: Include a copy of the articles when preparing the Unsatisfactory Teacher Evaluation Document.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

November 12, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

During the past 10 weeks, I have made recommendations for improving your teaching performance in the following areas:

- *Classroom Organization and Procedures*
  Physical organization
  Expectations
  Grading system
- *Learning Environment*
  Positive teacher-student interaction
  Rewards and encouragement
  Multicultural awareness
- *Lesson Planning and Presentation*
  Introduction
  Motivation
  Organization
  Closure
  Assessment
- *Instructional Techniques*
  Cooperative learning
  Reading instruction
  Mathematics instruction
- *Student Discipline*
  Conflict resolution
  Assertive discipline

I would like to meet with you to discuss these suggestions for improvement and the progress that you have made. As always, I stand ready to assist you in making this school year a successful teaching experience.

Sincerely,

Lemmie Wade, Ph.D.
Principal

III-K

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

CLASSROOM OBSERVATIONS

Attached are completed observation forms used when classroom observations were made of Mr. William Anthony:

Informal Observations
Formal Observations
Total

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
SEPTEMBER 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30
Adams, H.																						
Anthony, W.																						
Barnett, M.																						
Craine, D.																						
Dailey, D.																						
Elliott, L.																						
Haggerty, F.																						
Hall, R.																						
Hernandez, R.																						
Huebner, S.																						
Larson, S.																						
Maas-Carns, C.																						
Margis, C.																						
McNeal, D.																						
Najam, S.																						
O'Donnell, M.																						
Patterson, G.																						
Thomas, S.																						
Williams, D.																						
Zwicke, G.																						

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
OCTOBER 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	30
Adams, H.																						
Anthony, W.																						
Barnett, M.																						
Craine, D.																						
Dailey, D.																						
Elliott, L.																						
Haggerty, F.																						
Hall, R.																						
Hernandez, R.																						
Huebner, S.																						
Larson, S.																						
Maas-Carns, C.																						
Margis, C.																						
McNeal, D.																						
Najam, S.																						
O'Donnell, M.																						
Patterson, G.																						
Thomas, S.																						
Williams, D.																						
Zwicke, G.																						

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
NOVEMBER 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30
Adams, H.																						
Anthony, W.																						
Barnett, M.																						
Craine, D.																						
Dailey, D.																						
Elliott, L.																						
Haggerty, F.																						
Hall, R.																						
Hernandez, R.																						
Huebner, S.																						
Larson, S.																						
Maas-Carns, C.																						
Margis, C.																						
McNeal, D.																						
Najam, S.																						
O'Donnell, M.																						
Patterson, G.																						
Thomas, S.																						
Williams, D.																						
Zwicke, G.																						

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
DECEMBER 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30
Adams, H.																						
Anthony, W.																						
Barnett, M.																						
Craine, D.																						
Dailey, D.																						
Elliott, L.																						
Haggerty, F.																						
Hall, R.																						
Hernandez, R.																						
Huebner, S.																						
Larson, S.																						
Maas-Carns, C.																						
Margis, C.																						
McNeal, D.																						
Najam, S.																						
O'Donnell, M.																						
Patterson, G.																						
Thomas, S.																						
Williams, D.																						
Zwicke, G.																						

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
JANUARY 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31
Adams, H.																					
Anthony, W.																					
Barnett, M.																					
Craine, D.																					
Dailey, D.																					
Elliott, L.																					
Haggerty, F.																					
Hall, R.																					
Hernandez, R.																					
Huebner, S.																					
Larson, S.																					
Maas-Carns, C.																					
Margis, C.																					
McNeal, D.																					
Najam, S.																					
O'Donnell, M.																					
Patterson, G.																					
Thomas, S.																					
Williams, D.																					
Zwicke, G.																					

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
FEBRUARY 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28
Adams, H.																				
Anthony, W.																				
Barnett, M.																				
Craine, D.																				
Dailey, D.																				
Elliott, L.																				
Haggerty, F.																				
Hall, R.																				
Hernandez, R.																				
Huebner, S.																				
Larson, S.																				
Maas-Carns, C.																				
Margis, C.																				
McNeal, D.																				
Najam, S.																				
O'Donnell, M.																				
Patterson, G.																				
Thomas, S.																				
Williams, D.																				
Zwicke, G.																				

SUMMARY OF FORMAL AND INFORMAL CLASSROOM OBSERVATIONS
MARCH 19xx

SCHOOL Kennedy Elementary PRINCIPAL Lemmie Wade

(Insert the dates that school is in session along the top row and the names of all teaching staff members in the first column. Place a check mark in the grid to indicate that an observation was made. Circle the check mark for a formal observation.)

STAFF MEMBER	1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30
Adams, H.																						
Anthony, W.																						
Barnett, M.																						
Craine, D.																						
Dailey, D.																						
Elliott, L.																						
Haggerty, F.																						
Hall, R.																						
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Maas-Carns, C.																						
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McNeal, D.																						
Najam, S.																						
O'Donnell, M.																						
Patterson, G.																						
Thomas, S.																						
Williams, D.																						
Zwicke, G.																						

KENNEDY ELEMENTARY SCHOOL INFORMAL OBSERVATION FORM

Date _____ Time of Day _____ Class Period _____
Teacher _____ Subject/Grade _____
Evaluation Number _____

Scale: 1 outstanding 3 average 5 unsatisfactory
2 above average 4 fair NA not applicable

(NOTE: Insert criteria established by the school district)

CRITERIA	1	2	3	4	5	NA

Comments _____

If you wish to discuss this observation/evaluation checklist with me, please see my secretary to schedule an appointment.

_____ Principal

KENNEDY ELEMENTARY SCHOOL FORMAL OBSERVATION FORM

Date _____ Time of Day_____ Class Period_____
Teacher _____ Subject/Grade _____
Total Students Assigned to Class/in Class_____ Evaluation Number_____

Scale: 1 outstanding 3 average 5 unsatisfactory
2 above average 4 fair NA not applicable

(NOTE: Insert specific criteria under the general categories based on district standards.)

A. PLANNING/INSTRUCTIONAL STRATEGIES USED	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments_____
_____

B. KNOWLEDGE OF SUBJECT MATTER	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments _____
_____

C. ASSESSMENT OF INSTRUCTIONAL PLAN	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments _____

_____

D. CLASSROOM MANAGEMENT	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments _____

_____

E. CLASSROOM ENVIRONMENT	1	2	3	4	5	NA
1.						
2.						
3.						
4.						
5.						

Comments _____

_____

F. SCHOOLWIDE INVOLVEMENT	1	2	3	4	5	NA
Rating supported by involvement in activities listed below:						

1. _____

2. _____

3. _____

Comments _____
_____

G. PROFESSIONAL DEVELOPMENT	1	2	3	4	5	NA
Rating supported by involvement in activities listed below:						

1. _____

2. _____

3. _____

Comments _____
_____

If you wish to discuss this observation/evaluation checklist with me, please see my secretary to schedule an appointment.

Principal _____

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-444

MEMORANDA OF CONCERNS

Attached are memoranda of concerns issued to Mr. Samuel Evans:

October 6, 19xx
November 18, 19xx
December 2, 19xx

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: October 6, 19xx
TO: Mr. William Anthony
FROM: Dr. Lemmie Wade
RE: Memorandum of Concerns 1

This memorandum of concerns is about your teaching effectiveness, and it offers suggestions for improvement.

Concern 1—Having an Unattractive Classroom

Suggestions
1. Replace bulletin boards with attractive colors to reflect the fall season.
2. Display schoolwork of your children.
3. Remove pencil and crayon marks from desks and floors.
4. Improve the mechanics of housekeeping.

Concern 2—Preparing and Presenting Reading Lesson to Class

Suggestions
1. State purpose of lesson to class for children to follow.
2. Motivate children for lesson.
3. Present lesson in orderly sequence.
4. Use different approaches in presenting lessons.
5. Provide follow-up instruction for classroom activities.
6. Group children for individual and group differences.

Concern 3—Ineffective Classroom Management

Suggestions
1. Develop classroom rules and procedures for all children to follow.
2. Do not allow children to speak without raising their hands.
3. Do not allow children to wander around the classroom.
4. Do not allow children to throw crayons in the classroom.

I am presenting you this memorandum of concerns with recommendations to improve your teaching effectiveness. As always, I stand ready to support you in improving your teaching performance, but improvement clearly rests with you.

If you wish to discuss this memorandum, please contact my secretary to schedule an appointment.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: November 18, 19xx
TO: Mr. William Anthony
FROM: Dr. Lemmie Wade
RE: Memorandum of Concerns 2

This is the second memorandum of concerns sent to you regarding your teaching effectiveness. I will again state my concerns and offer suggestions for improvement. Since the first memo, I want to say that you have shown improvement in your classroom decorum. Your room is much more attractive with the work of students displayed on the bulletin boards. Specifically, your bulletin boards displayed a theme for American Education Week. I was also pleased to see the work of all students displayed on the bulletin board. But I feel there are other areas of your classroom management that must be addressed to bring effective learning to your students.

Listed below are my concerns about your teaching effectiveness.

Concern 1:

Suggestions:

Concern 2:

Suggestions:

Concern 3:

Suggestions:

Concern 4:

In closing, I want you to know that I support you as a classroom teacher, but it is up to you to improve your effectiveness. Because of the importance of this matter, I am scheduling a meeting with you to discuss this memorandum of concerns and to outline a specific timeline for improvements to occur in your classroom. Please see my secretary to arrange a convenient date and time for this meeting. You may want a union representative or anyone of your choice to attend this meeting.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: December 2, 19xx
TO: Mr. William Anthony
FROM: Dr. Lemmie Wade
RE: Memorandum of Concerns 3

This is the third memorandum of concerns sent to you regarding your teaching effectiveness. I will again state my concerns and offer suggestions for improvement. Since my last memo, I have seen some improvement in your classroom management techniques. However, the changes that you have made have not enabled you to reach the satisfactory level of performance.

Listed below are my concerns about your teaching effectiveness.

Concern 1:

Suggestions:

Concern 2:

Suggestions:

Concern 3:

Suggestions:

Concern 4:

In closing, I want you to know that I support you as a classroom teacher, but it is up to you to improve your effectiveness. Because of the importance of this matter, I am scheduling a meeting with you to discuss this memorandum of concerns and to outline a specific timeline for improvements to occur in your classroom. Please see my secretary to arrange a convenient date and time for this meeting. You may want a union representative or anyone of your choice to attend this meeting.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

LETTERS SUMMARIZING MEETINGS FOLLOWING CLASSROOM OBSERVATIONS

Attached are letters issued to Mr. William Anthony summarizing meetings held following classroom observations:

October 27, 19xx
November 23, 19xx
December 14, 19xx

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

October 27, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

This letter serves as an official summary of our meeting held on Friday, October 22, 19xx, at 3:30 p.m. in my office. I began the meeting by stating my concerns about your inability to effectively manage your classroom. My concerns were as follows:

1. Lack of effective classroom management
2. Failure to develop effective lesson plans
3. Failure to maintain class control

We also discussed the support materials and opportunities that were provided for you. In addition, I gave you the following suggestions to improve your classroom management skills:

1. Read the two articles on classroom management.
2. View the videotape on positive classroom management.
3. Attend workshops on classroom management, teaching reading in the intermediate grades, and cooperative learning.
4. Review the teachers' handbook on lesson plans, the homework policy, schoolwide rules and consequences, and student discipline.
5. Group students for small group instruction.
6. Increase mobility to monitor students during practice and do not sit behind your desk.
7. Post classroom rules and consequences.
8. Use the successful classroom management, organizational skills, and instructional techniques observed when you were released to observe successful 5th grade teachers.

I stand ready to assist you in improving your teaching effectiveness.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

November 23, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

This letter serves as an official summary of our meeting held on Wednesday, November 10, 19xx, at 3:30 p.m. in my office. I began the meeting stating my concerns about your inability to effectively manage your classroom. My concerns were as follows:

1. Lack of effective classroom management
2. Failure to carry out lesson plans
3. Failure to maintain class control
4. The amount of off-task student behavior

We also discussed support materials and opportunities that were provided for you. In addition, I gave you the following recommendations to improve your classroom management skills:

1. View the videotapes on increasing student achievement through "cooperative learning" and "creating an atmosphere for positive student interaction."
2. Review the teacher handbook sections on report cards, parent complaints, and communication strategies for parent-teacher conferences.
3. Group students for small group instruction.
4. Do not let students go into the hallway to study.
5. Establish clear procedures for students to get materials and use the pencil sharpener.
6. Increase your mobility to monitor students during practice and do not sit behind your desk.

I stand ready to assist you in improving your teaching effectiveness; however, failure to improve your teaching performance by January 14, 19xx, may result in an unsatisfactory teacher evaluation.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

December 14, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

This letter serves as an official summary of our meeting held on Friday, December 10, 19xx, at 3:30 p.m. in my office. I began the meeting stating my concerns about your inability to effectively manage your classroom. My concerns were as follows:

1. Lack of effective classroom management
2. Failure to design and implement effective lesson plans
3. Failure to maintain class control

We also discussed support materials and opportunities that were provided for you. In addition, I gave you the following recommendations to improve your classroom management skills:

1. Read the articles "Creating a Positive Classroom Learning Experience," "How to Prepare an Effective Reading Lesson," and "Discipline—A Step-by-Step Guide for Elementary School Teachers."
2. View the videotape on preparing lesson plans.
3. Group students for small group instruction.
4. Increase your mobility to monitor students during individual practice and do not sit behind your desk.
5. Post classroom rules and consequences.
6. Change your current reward system.

I stand ready to assist you in improving your teaching effectiveness; however, failure to improve your teaching performance by January 14, 19xx, will result in an unsatisfactory teacher evaluation with a recommendation for your dismissal from the school district.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

The following disciplinary referrals were issued by Mr. William Anthony.

Date	Time	Comments	Recommendations	Disposition
9-6-xx	8:25	Disrupts class with yelling and pounding on desk.	Return student when ready to return.	Counseled and returned to class.
9-6-xx	8:37	Refuses to leave other children alone during reading class by yelling across the room.	Return student when ready to return.	Discussed appropriate behavior with student. Detained until music class.
9-6-xx	8:53	Throwing pencil on floor and refuses to work.	Referred to guidance counselor.	Detained.
9-6-xx	9:10	In the hall without shoes kicking other children.	None	Escorted student to class to get shoes.
9-6-xx	10:30	Crawling around room and refusing to sit in assigned seat.	Return student when ready to return.	Detained.
9-8-xx	10:25	Throwing paper on the floor and walking around the room. Stopping others from learning.	None	Counseled and called parent.
9-10-xx	None	Crawling on floor and using profane language.	None	Referred to counselor.
9-10-xx	None	Throwing pencils on floor. Refuses to be quiet.	Maintain child in office until prepared to work with teacher.	Detained 30 minutes.
9-12-xx	10:20	Refuses to be quiet and work.	Return to class when ready to be quiet and follow directions of teacher.	Counseled and returned.
9-12-xx	10:40	Refuses to work this morning.	Maintain in office.	Student ill. Called mother to pick up student.

Date	Time	Comments	Recommendations	Disposition
9-12-xx	11:10	Very loud in class by using foul language.	None	Detained.
9-13-xx	10:35	Child is creating a safety problem by throwing crayons.	Keep child in office until ready to cooperate with teacher.	Detained.
9-14-xx	None	Walking around the room hitting other children.	Told child about class rules about keeping hands to themselves.	Counseled about expected behavior.
9-15-xx	11:30	Writing on the floor with crayon and throwing them around the room.	Told to write rule about throwing things in class.	Counseled. Student to wash crayon marks off the floor.
9-16-xx	1:00	Banging on desk with a pencil. Refuses to follow the instructions of the teacher.	None	Called parent and returned to class.
9-17-xx	1:25	Using profane language in class.	I called parents last night to inform them of poor use of words by their child.	Called parent. Returned to class.
10-5-xx	10:00	Crawling around on the floor for about 20 minutes.	Return to class when able to be quiet.	Counseled and returned.
10-8-xx	10:35	Hitting other children in class.	Detention assigned for this noon.	Detained during lunch.
10-22-xx	11:40	Refuses to stop screaming across room.	Detention assigned for this noon.	Detained during lunch.
10-25-xx	9:35	Fighting in the classroom.	None	Referred to peer mediation.
10-26-xx	None	Refuses to line up to enter the building.	None	Returned. Needs to practice procedures.
10-26-xx	1:30	Yelling during social studies.	None	Counseled and returned to class after recess.
11-5-xx	9:40	Yelling out during reading period.	Maintain in class until able to not disrupt this class reading.	Detained and counseled.
11-5-xx	9:55	Continues to disrupt class by walking around the room.	Keep out of class for duration of class period.	Referred to psychologist.

Date	Time	Comments	Recommendations	Disposition
11-5-xx	11:10	Talking out in class.	Keep for the hour.	Detained and counseled.
11-5-xx	1:45	Running and kicking. Throwing things in class.	None	Counseled.
11-5-xx	2:13	Yelling in class.	Keep for the class period.	Talked about proper behavior in class.
11-8-xx	2:50	Refuses to be quiet and work. Reading group cannot be held with this disruption.	Keep for reading period.	Detained.
11-8-xx	2:50	Swearing in class.	Keep for the morning.	Counseled. Sent letter to parent for conference.
11-9-xx	10:15	Throwing books around the room.	Keep for the morning.	Counseled and detained.
11-9-xx	11:45	Fighting in the classroom.	Call parent and suspend.	Suspended. Picked up by father.
11-17-xx	11:15	Walking on top of tables and yelling in class.	Detain for the hour.	Detained until the end of lunch.
12-6-xx	10:25	Calls out and disrupts class. Pounds desk. He has work and continues to disrupt.	Return slip when student returns.	Detained and counseled.
12-6-xx	None	Refuses to leave — alone. Her parents will call police. Threatens to hit her. Yells across the room.	Psychologist needs to counsel.	Detained and talked to —!
12-6-xx	None	No supplies. Throws loaned pencil on floor. Sits in wrong seat. Refuses to work.	Refer to psychologist for help and guidance. Please return slip before he returns.	Retained by ——. Sees the psychologist on 12-7-xx (p.m.).
12-6-xx	9:10	— was brought in from the playground with —. He had kicked — with his foot on the lip. — was bleeding on his lip. The aide left both of them in Rm. 27	None	Students were told to stand quietly until they behaved. Counseled.

Date	Time	Comments	Recommendations	Disposition
12-6-xx	10:30	Crawls around room. Refuses to sit or work on easiest things. Daily, hourly disruption.	Return pink slip with her.	Letter sent to parent.
12-8-xx	10:25	Calls out. Throws coloring paper on floor. Breaks pencils purposely. Walks around and refuses to sit. Prevents others from learning.	None	— was told how she should behave. She was told to stand until she was ready to do some work.
12-10-xx	None	Told to sit down more than three times. Crawls on floor. Bad language to —. Kicks —. Stole — 's pencil. Safety hazard to other students.	None	Detention. Letter to parent.
12-10-xx	None	Chronic lack of supplies. Throws crayons on floors. Told to be quiet four times and refuses.	Keep out until ready to do class work.	Counseled and called mother this a.m.
12-13-xx	10:20	Even with — helping, he refuses to sit, be quiet, and work.	Return when he is willing to follow rules and let others learn.	Detained all day.
12-13-xx	10:40	Says shut up to —. Refuses to sit and be quiet and work. Uncooperative.	Keep out until she can follow rules.	Ready to work. Detained.
12-13-xx	11:10	Refuses to cooperate. Very loud. Won't sit down. Tries to hand out papers. Uses foul language (dick, gay, homo). A regular circus clown. Thinks she's very funny.	None	Parent conference held.

Date	Time	Comments	Recommendations	Disposition
12-14-xx	10:35	Throws crayons. Refuses to cooperate with —-, who is trying to give help. Safety hazard. Throws crayons.	Keep out until ready to behave.	Ready to work.
12-14-xx		Walked across room and hit — in the face at 1:00. — was in his seat.	Must know he can't hit other students here!	Counseled and detained.
12-15-xx	11:30	Wrote on floor with crayon. Flips crayons around the room. Kicks —. Won't sit. Needs to be held by adult to be quiet. Mother was called at 10:30 by —.	No V.I.P. Program. Return when willing to be quiet, sit, and work.	Detained until 1:25 p.m.
12-16-xx	1:00	Bangs on desk. Doesn't sit. Safety hazard. Will break neck or leg on desk. Refused to settle down. Needs one adult to sit with him at all times.	Return when quiet, sits down, and works.	Detained until 3:35 p.m.
12-17-xx	1:25	Inappropriate language (kiss your mother's wiener) to —. Scribbles on desk. Calls out. Doesn't work. — hit him.	Parent to be called. Explain to parent his language and poor behavior.	Detention and written task. Message re: parent telephone request.
1-5-xx	10:00	Refuses to work. Throws work on floor. Crawls on floor. Samples of work stapled to this.	Return when able to be quiet.	Ready to return at 1:10 p.m.
1-10-xx	None	She entered building at 12:50. Hit several students despite being told to keep her hands to herself. Tipped her chair over. Refused to settle down.	Detention at noon. Call parent.	Detained.

Date	Time	Comments	Recommendations	Disposition
1-21-xx	11:40	Yells across room. — threatens —— & —— "if you want her to live." Tries to get — to beat up the two girls. Told to do own work. Across the room he refuses to leave — & — alone.	Detention at noon. Call mother at home. Continual problem.	Detained p.m.
1-24-xx	9:35	No crayons, erasers. No effort to work.	None	Ready to return.
1-24-xx	None	Ran down hall. Didn't go to toilet. Disobedient. Calls out. Disrupts constantly. Put plastic bag over her head.	Detain until able to be nondisruptive.	Going home with mother's consent.
1-24-xx	1:30	We were learning tens in math. — had difficulty. She yelled, threw her paper on the floor and crayons down. Refused to settle down.	Call mother. Tantrums not needed at school.	Detained until 2:30 p.m.
2-4-xx	9:50	Hit and kicked —. Yells out to reading group. Prevents the class from learning to read. Disrespectful.	Call parent. Keep out until able to not disrupt this class reading.	Returned to class 10:25 a.m.
2-4-xx	9:55	Repeatedly told to work. Continues to talk across room and does not work. Prevents education and reading groups from operating.	Keep out until ready for class and work.	Ready to work (10:25 a.m.).
2-4-xx	1:10	Prevents reading work of class being improved. Gets up and rips —'s work. Does not do as told.	Keep out until we can do reading groups.	Detained.

Date	Time	Comments	Recommendations	Disposition
2-4-xx	1:45	Ran and kicked —. Tossed out of library by aide. Refuses to write lines. Throws pencil on floor. Throws things.	None	Asked D.S. to keep him in room. She sent him to office.
2-4-xx	2:25	Yells out loud. Refuses to listen to art teacher. Disrespectful.	Keep out rest of day. Class deserves art.	Counseled and returned to class.
2-4-xx	2:50	Refuses to be quiet and work. Kicks —. Group reading cannot be held with this disruption.	None	Detained.
2-4-xx	2:50	Rude. Kindergarten readiness. Does not work. Continual disrupter. Kicking — still. Steals —'s eraser.	Keep out.	Talked with —. Referred to psychologist.
2-7-xx	10:15	Got out of seat and hit —. Excuse was — said "his momma." Refused to apologize. Belligerent. Threatens to punch —- or anyone's face through wall.	Keep out.	Counseled and detained. Returned at 11:15 a.m.
2-7-xx	None	Returned 11:30. Not ready for class. Belligerent still.	None	Detained.
2-7-xx	11:15	Calls out. Walks out of seat to hit — two desks away. Constant noise. Prevents education of a class.	None	Detention.
2-7-xx	1:12	Prevents p.m. reading groups. Yells out. Talks. Told to be quiet four times.	Keep until quiet.	Counseled and detained.

2-7-xx	1:20	p.m. reading group disrupter. Loud, rude when not chosen to go with tutor.	Keep out all afternoon. Don't return today. Call social worker. Problem at home?	Detained p.m.
2-9-xx	11:05	Disrupts class. — (parent) removed him.	None	Student detained.
2-9-xx	11:05	Disrupts class. — (parent) removed him.	None	Student detention.
2-9-xx	11:30	Not respectful to —. Removed by —.	Call parent.	Student detained.
2-9-xx	None	Removed by —.	Call parent.	Student detention.
2-21-xx	1:30	At 9:10 he had some candy stolen by someone in Rm. 30. He has been upset and uncooperative all day. He is unwilling to work or act decently in the room.	Keep out rest of day.	Detained.
2-21-xx	None	Refuses to settle down after lunch indoors. Does not sit. Ripped —'s work.	Keep out one hour at least. Call parent.	Called parent and detained.
2-22-xx	9:45	Refuses to keep reader open. Does not want to learn to read.	Call parent. Bad attitude. Disrupts the perfect group and great room.	Counseled and returned.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

The following parent complaints were registered at Kennedy Elementary School against William Anthony for the 19xx-19xx school year. There were 23 parent complaints filed for the school year, most of which were related to the teacher's performance and negative impact on students' learning. The ABC School District's parent procedures were followed in resolving these parent complaints. At this time, I will give you a brief overview of the nature of these parent complaints.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

September 10, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

Part III, Section A, of the ABC School District Contract states that, when parent or public complaints are filed, the individual teacher must be made aware of the complaint. Therefore I am forwarding the attached letter/parent complaint form received about you at Kennedy Elementary School on September 9, 19xx.

Please schedule a meeting with my secretary for us to discuss this parent complaint by September 14, 19xx.

Sincerely,

Lemmie Wade, Ph.D.
Principal

KENNEDY ELEMENTARY SCHOOL PARENT COMPLAINT FORM

Date _____ Time _____a.m./p.m.

Student _____ Grade ____ ID Number _____

Address_____

Person Filing Complaint _____

Relationship to Student _____

Phone Number: Home _____ Other _____

Nature of Complaint _____

_____

_____

_____

Action Requested _____

_____

Has a Previous Complaint Been Filed Yes___ No___ Date _____

Person(s) Spoken with:

_____

Name/Title/Department

_____

Name/Title/Department

Resolution _____

_____

_____

_____

_____

Complaint Resolved _____ Further Action Necessary _____

_____ _____

Signature/Title Date

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

WORK SAMPLES

Attached are samples of work given to students by Mr. William Anthony.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

UNSATISFACTORY EVALUATION LETTERS AND EVALUATION

Attached are unsatisfactory evaluation letters issued concerning Mr. William Anthony's teaching performance.

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: October 27, 19xx
TO: Dr. Derek Wheeler, Director—Instructional Monitoring
FROM: Lemmie Wade, Principal
RE: POTENTIAL UNSATISFACTORY EVALUATION

During the months of September and October 19xx, formal and informal observations were made of all teachers' classrooms. I observed Mr. Anthony on

Day	*Date*	*Time*
Wednesday	September 8, 19xx	8:00-8:25 a.m.
Friday	September 10, 19xx	10:20-10:30 a.m
Tuesday	September 14, 19xx	1:10-1:25 p.m.
Monday	September 20, 19xx	2:15-2:30 p.m.
Wednesday	September 22, 19xx	2:45-3:00 p.m.
Monday	September 27, 19xx	8:10-8:30 a.m.
Friday	October 1, 19xx	9:15-10:10 a.m.
Wednesday	October 6, 19xx	8:05-9:00 a.m.
Tuesday	October 12, 19xx	10:15-11:05 a.m
Tuesday	October 19, 19xx	9:10-10:20 p.m.

These observations represent a reasonable sampling and included Mr. Anthony's assignment, morning and afternoon.

During the follow-up conference, Mr. Anthony's strengths and weaknesses were discussed. In addition, I offered recommendations for improvement, described the assistance available, and set a reasonable period of time for necessary improvement.

Enclosed is a summary letter dated October 27, 19xx, and given to Mr. Anthony offering specific recommendations for improvement.

I have used the same formal and informal evaluation forms that were presented to all teachers on September 1, 19xx, with a letter explaining the evaluation process at Kennedy Elementary School.

cc: Calvin P. Thompson, Attorney at Law—ABC School District

Enclosures

ABC SCHOOL DISTRICT **KENNEDY ELEMENTARY SCHOOL**

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: November 23, 19xx
TO: Dr. Derek Wheeler, Director—Instructional Monitoring
FROM: Lemmie Wade, Principal
RE: POTENTIAL UNSATISFACTORY EVALUATION

During the month of November 19xx, observations were made of all teachers' classrooms. I observed Mr. Anthony on

Day	*Date*	*Time*
Monday	November 1, 19xx	9:15-10:00 a.m.
Thursday	November 11, 19xx	10:30-11:30 a.m
Wednesday	November 17, 19xx	1:30-2:30 p.m.
Monday	November 22, 19xx	8:00-9:00 a.m.
Tuesday	November 23, 19xx	9:00-10:00 a.m.

These observations represent a reasonable sampling and included all aspects of Mr. Anthony's assignment, morning and afternoon.

During the follow-up conference, Mr. Anthony's strengths and weaknesses were discussed. In addition, I offered recommendations for improvement, described the assistance available, and set a reasonable period of time for necessary improvement.

Enclosed is a summary letter dated November 23, 19xx, and given to Mr. Anthony offering specific recommendations for improvement. Also enclosed are copies of the formal and informal evaluation forms used to observe Mr. Anthony.

I have continued to use the same formal informal evaluation forms that were presented to all teachers on September 1, 19xx, with a letter explaining the evaluation process at Kennedy Elementary School.

cc: Calvin P. Thompson, Attorney at Law—ABC School District

Enclosures

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

DATE: December 14, 19xx
TO: Dr. Derek Wheeler, Director—Instructional Monitoring
FROM: Lemmie Wade, Principal
RE: POTENTIAL UNSATISFACTORY EVALUATION

During the month of December 19xx, formal and informal observations were made of all teachers' classrooms. I observed Mr. Anthony on

Day	*Date*	*Time*
Wednesday	December 1, 19xx	8:00-8:45 a.m.
Tuesday	December 7, 19xx	10:45-11:30 a.m
Friday	December 10, 19xx	9:20-10:15 a.m.
Monday	December 13, 19xx	1:00-1:30 p.m.
Wednesday	December 15, 19xx	2:00-3:00 p.m.

These observations represent a reasonable sampling and included Mr. Anthony's assignment, morning and afternoon.

During the follow-up conference, Mr. Anthony's strengths and weaknesses were discussed. In addition, I offered recommendations for improvement, described the assistance available, and set a reasonable period of time for necessary improvement.

Enclosed is a summary letter dated December 14, 19xx, and given to Mr. Anthony offering specific recommendations for improvement. Also enclosed are copies of the formal and informal evaluation forms used to observe Mr. Anthony.

I have used the same formal and informal evaluation forms that were presented to all teachers on September 1, 19xx, with a letter explaining the evaluation process at Kennedy Elementary School.

cc: Calvin P. Thompson, Attorney at Law—ABC School District

Enclosures

ABC SCHOOL DISTRICT **KENNEDY ELEMENTARY SCHOOL**

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

December 17, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

During the months of September through December of the 19xx-19xx school year, formal and informal observations were made of your classroom. Specifically, I observed you on

Day	*Date*	*Time*
Wednesday	September 8, 19xx	8:00- 8:25 a.m.
Friday	September 10, 19xx	10:20-10:30 a.m
Tuesday	September 14, 19xx	1:10- 1:25 p.m.
Monday	September 20, 19xx	2:15- 2:30 p.m.
Wednesday	September 22, 19xx	2:45- 3:00 p.m.
Monday	September 27, 19xx	8:10- 8:30 a.m.
Friday	October 1, 19xx	9:15-10:10 a.m.
Wednesday	October 6, 19xx	8:05- 9:00 a.m.
Tuesday	October 12, 19xx	10:15-11:05 a.m
Tuesday	October 19, 19xx	9:10-10:20 p.m.
Monday	November 1, 19xx	9:15-10:00 a.m.
Thursday	November 11, 19xx	10:30-11:30 a.m
Wednesday	November 17, 19xx	1:30- 2:30 p.m.
Monday	November 22, 19xx	8:00- 9:00 a.m.
Tuesday	November 23, 19xx	9:00-10:00 a.m.
Wednesday	December 1, 19xx	8:00- 8:45 a.m.
Tuesday	December 7, 19xx	10:45-11:30 a.m
Friday	December 10, 19xx	9:20-10:15 a.m.
Monday	December 13, 19xx	1:00- 1:30 p.m.
Wednesday	December 15, 19xx	2:00- 3:00 p.m.

These observations represent a reasonable sampling of your teaching performance and included all aspects of your assignment, morning and afternoon.

In addition to memoranda that were sent to you outlining my concerns, I held conferences with you to discuss deficiencies, available assistance, and suggestions for improvement and set a reasonable time for necessary improvement. Letters summarizing our conferences were sent to you on October 27, November 23, and December 14, 19xx.

Unfortunately, your teaching performance has not improved to a satisfactory level at this time. Therefore this letter serves as official notification that failure to achieve a satisfactory level of achievement by January 14, 19xx, will result

in the issuance of an unsatisfactory evaluation with a recommendation for your dismissal from the ABC School District.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

January 14, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

This letter is to inform you that an unsatisfactory evaluation will be officially submitted to the Department of School Personnel.

A copy of your unsatisfactory evaluation will be given to you on Thursday, January 20, 19xx, at 3:15 p.m. in my office. The Master Contract, Part III, Section A, on pages 15 and 16, will govern the due process of teacher performance evaluations. If you wish, you may be represented by a member of your bargaining unit or other person of your choice.

After the conference, you will be allowed 72 hours to study my comments and respond to them in writing. The unsatisfactory evaluation will then be filed with the Department of School Personnel with a recommendation for your dismissal from the ABC School District.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

January 18, 19xx

Mr. William Anthony
Kennedy Elementary School

Dear Mr. Anthony:

This letter is to remind you about our meeting, which has been scheduled for Thursday, January 20, 19xx, at 3:15 p.m. in my office to discuss the issuance of an unsatisfactory teacher evaluation to you.

If you wish, you may be represented by a bargaining unit representative or anyone of your choice.

Sincerely,

Lemmie Wade, Ph.D.
Principal

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

TEACHER PERFORMANCE EVALUATION

DATE January 20, 19xx

NAME William Anthony SUBJECT/GRADES 5th

SCHOOL Kennedy Elementary School YEAR 19xx-19xx

In my professional judgment, Mr. William Anthony is not making a satisfactory contribution to the educational program at Kennedy Elementary School. It is recommended that he be dismissed from the school district next semester because:

1. He has failed to develop an effective behavioral management plan to reduce negative student behavior.
2. He has failed to respond to efforts that were made to help improve his teaching performance.
3. He has failed to develop and implement effective lesson plans.
4. He has failed to provide meaningful instructions for his students.
5. He has failed to provide a safe learning environment for his students.

Lemmie Wade, Ph.D. Principal
Evaluator Title

(NOTE: The district evaluation form should be used.)

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

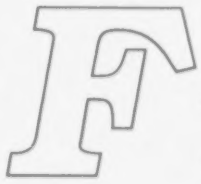
CLOSING STATEMENT

Unfortunately, Mr. William Anthony's overall teaching performance is related to undesirable student behaviors. His failure to respond to the efforts that were made to help improve his teaching performance and his failure to develop a behavior management plan to reduce negative student behavior are justifications for issuing an unsatisfactory teacher evaluation.

Therefore I am recommending that Mr. William Anthony be relieved of his teaching responsibilities at Kennedy Elementary School and that he be terminated from the ABC School District, effective at the end of the 19xx-19xx school year.

(NOTE: This statement should not be included in the Unsatisfactory Teacher Evaluation Document. It should be read at the end of each hearing.)

RESOURCE



Supplemental Forms and Letters

In addition to the documents provided in the sample Unsatisfactory Teacher Evaluation Documentation, the following forms and letters were used in the total evaluation process.

SUPPLEMENTAL FORMS AND LETTERS USED IN CONJUNCTION WITH
THE UNSATISFACTORY TEACHER EVALUATION OF

WILLIAM ANTHONY

KENNEDY ELEMENTARY SCHOOL

CHECKLIST FOR COLLECTING HISTORICAL INFORMATION
KENNEDY ELEMENTARY SCHOOL
19xx-19xx

Teacher: William Anthony

- ❑ Contact the personnel department to find out the teacher's area of certification.
- ❑ Check the teacher's personnel file and read previous letters warning the teacher about unsatisfactory teaching performance. Note the dates and the name(s) of the principal(s).
- ❑ Check the teacher's personnel file and read previous teacher evaluation documents. Carefully read for written comments about unsatisfactory teaching performance or warnings given by previous principals as well as comments providing recommendations for improvement. Note the dates and the name(s) of the principal(s).
- ❑ Check the local school file for any written warnings about an unsatisfactory teacher evaluation. Note the dates and the name(s) of the principal(s).
- ❑ Check local school records to find out the number of days the teacher has been absent and the number of times the teacher has been late to work as related to an unsatisfactory teacher evaluation.
- ❑ Contact the personnel department to find out the number of days the teacher has been absent over the past three years.
- ❑ Check the local school file for any misconduct charges against the teacher as related to an unsatisfactory teacher evaluation.
- ❑ Contact the department responsible for workers' compensation to determine if the teacher has filed claims for workers' compensation as related to an unsatisfactory teacher evaluation.

KENNEDY ELEMENTARY SCHOOL
SUMMARY OF STRENGTHS AND AREAS OF NEED OF TEACHING STAFF: 19xx-19xx

Staff Member	Classroom Management	Student Motivation	Lesson Planning	Classroom Organization
Adams, Hilda				
Anthony, William				
Barnett, Michelle				
Craine, Diane				
Dailey, Dawna				
Elliott, Lucia				
Haggerty, Faye				
Hall, Rachel				
Hernandez, Rosa				
Huebner, Shelly				
Larson, Scott				
Maas-Carns, Camille				
Margis, Cindy				
McNeal, Donald				
Najam, Sara				
O'Donnell, Marlene				
Patterson, Gary				
Thomas, Stewart				
Williams, Darren				
Zwicke, Gail				

ABC SCHOOL DISTRICT

KENNEDY ELEMENTARY SCHOOL

1584 South Pineview Drive
Crescent Ridge, California 70799
(916) 444-4444

May 25, 19xx

Mrs. Faye Haggerty
Kennedy Elementary School

Dear Mrs. Haggerty:

Thank you for serving as a buddy teacher to a new teacher at Kennedy Elementary School this school year. Sharing your ideas and expertise about teaching has made this a rewarding and success experience for Mr. Gary Patterson.

Enclosed is a certificate of appreciation for your contributions as a teacher mentor. I hope this certificate will serve as a lasting memento of this experience.

Again, please accept my deepest appreciation for mentoring Mr. Patterson this school year.

Sincerely,

Lemmie Wade, Ph.D.
Principal

(NOTE: Enclose a certificate of appreciation.)

References

Darling-Hammond, L. (1988). On teaching as a profession: A conversation with Linda Darling-Hammond. *Educational Leadership, 6*(3).

Haberman, M. (1988). *Preparing teachers for urban schools* (Phi Delta Kappan Fastback). Bloomington, IN: Phi Delta Kappa Educational Foundation.

Leake, B., & Leake, D. (In progress). *An expectancy analysis of teachers* (working title).

National Board for Professional Teaching Standards. (1990). *Toward high and rigorous standards for the teaching profession.* Detroit, MI: Author.

Vroom, V. (1964). *Work and motivation.* New York: John Wiley.

The Marginal Teacher

A Step-by-Step Guide to Fair Procedures for Identification and Dismissal

C. Edward Lawrence, Myra K. Vachon
Milwaukee School District
Donald O. Leake, Brenda H. Leake
University of Wisconsin, Milwaukee

The majority of administrators in all businesses would agree that terminating an employee is the most difficult task they face as managers. For a school principal, weeding out teachers who do not measure up to the minimum standards of effectiveness is all the more difficult due to the protection offered by tenure and organized labor.

Unless the process is carried out in an appropriate fashion, properly substantiated and documented, it's likely that the dismissal will be reversed on appeal to some third party. The result is a marginal teacher returned to the classroom and a school administration unwilling to tackle any subsequent "problem teachers."

This guide will enable any school administrator either to help an instructor live up to his or her potential or to fairly pursue the requirements for dismissal. Make no mistake: the process is not a simple one, nor one to be engaged in lightly, but the steps outlined here will at least make it an equitable one.

This book is essential for any principal or supervisor who wants to use fair procedures in evaluating and dismissing a marginal teacher, but who also wants to give that teacher every opportunity to improve performance.

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